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ABSTRACT

This guide has been designed for use in teaching study skills to high school students, grades ten through twelve. It contains lessons developed and refined over a three-year period in the skills areas of listening, scheduling and task analysis, memory, notetaking, and using a textbook. Each skills area is developed in the context of a kindergarten through grade twelve developmental sequence and is the basis for developing lessons in the subject areas of English language arts, social studies, science, and mathematics. The lessons are offered in a standard format, identifying the skill, lesson, content area, instructional materials to be used, possible ways of pacing the lesson, awareness of habit status, student predisposition to change, direct teaching suggestions and techniques, practice to competence, and habit establishment and modification. Special features of the guide include a study skills calendar denoting a suggested order of skills presentation; a letter to students; a teacher information sheet delineating some key words, key ideas, and possible problems for each study skill; and lessons for each skill that have been developed directly from a study skills activity sequence. (RL)

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THE BASIC STUDY SKILLS

CURRICULUM GUIDE FOR GRADES 10-12

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Prince George's County Public Schools
Upper Marlboro, Maryland 20870
Edward J. Feeney, Superintendent of Schools
1980

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INTRODUCTION

Instruction in study skills has been recommended by educators since at least the turn of the century. Yet, little or no emphasis has been placed on them in the past decade. Students often wonder why many of their classmates consistently obtain higher grades than they do. One possible reason for this is their use of effective study skills.

The skills needed to enhance and refine learning of the upper levels are developed by students from the beginning of their first years in school and are presented through coordinated units of instruction. That is the purpose of this guide. Contained in its pages are a systemmatic plan and sets of activities for helping our students to guide and manage their own learning.

Knowing how to use the proper tools may determine whether students are successful or not. Furthermore, the ability to organize their time and skills effectively will help them in the future. So, let's prepare our students for the road to success!

TO THE TEACHER

This guide has been written to provide you with sample lessons for the study skills activities that are now a part of the county curriculum. These skills follow a logical sequence and increase in complexity from grade to grade.

The skills for each grade should be covered each year. If students are proficient in those skills, teachers should work with skills for the following year. If students need more background for a particular set of skills, teachers should work with the skills from the previous year. Neither the order of the skills nor the grade placement is an absolute given. Teachers should use their professional judgment in this matter.

SKILLS FEATURED

Skills featured are:

- Notetaking
- Listening-Auding
- Memory
- Scheduling and Task Analysis
- Using a Textbook

Lessons have been written for English/Language Arts, mathematics, social studies, and science. This was done to illustrate the use of study skills in these content areas. Teachers can and should adapt skills to other content areas. The content supervisor in each area has selected the skills for each content area.

SPECIAL FEATURES OF THIS GUIDE

At each grade level, you will find:

- a study skills calendar denoting a suggested order of skills presentation
- a Letter to the Students
- a Teacher Information Sheet delineating some key words, key ideas, and possible problems for each study skill
- lessons for each skill listed in the Table of Contents, developed directly from the Study Skills Activity Sequence (SSAS)

PLEASE DO THE FOLLOWING

1. Overview the year's work at the beginning of the year.
2. Read the Letter to the Students orally with the class.
3. Review the Teacher Information Sheet before introducing the lessons.

4. Follow the "Sequence of Instructional Steps in Study Habit Modification" for at least the first ten lessons. (Please read it--it is the next section.)

5. At the end of the year, review the skills covered and preview next year's skills with students. Tell students to anticipate these new skills. You will find the comprehensive listing of skills, K-12, in the Scope and Sequence of Instruction in Reading (7690-1569).

SEQUENCE OF INSTRUCTIONAL STEPS
IN
STUDY HABIT MODIFICATION

AWARENESS OF HABIT STATUS

Give students an opportunity to use the skill. Since every skill is in some stage of development during schooling, students' performances will show variations reflecting their unique states of training, style, ability, preference and proficiency. At this point, it is the teacher's task to direct students' attention to the key elements of their performance. Teachers should lead students in describing how they performed the task requiring the skill. Differences between student performances should be pointed out in a non-judgmental way, to heighten students' awareness of their own performances. Teachers should point out that a particular variation is neither good or bad nor better or worse than another unless it enhances or obstructs the success of its maker in meeting the purposes for doing the task. Teachers should lead students to question the value of each variation in terms of purposes. Ask students how easy it was to do the task. Ask them if they can think of any easier way. Students should answer those questions for themselves. Students might be asked to write a step by step description of how they performed the task, or to chart stages of a more complex task. This could be collected and saved for later.

PREDISPOSITION TO CHANGE

Tell students that they will be learning a new way of using the skill. Tell them that there are many intrinsic reasons for learning this new way: efficiency, more effective learning, longer retention, greater alertness, and increased enjoyment of learning. Tell them also of the many extrinsic reasons: that you want them to learn it, that it is a school requirement, that it will help them in school, that they did so well on the last skill that you just know that they will enjoy it; that if they do learn it you will cancel a homework assignment, or that you use it yourself. Also, ask students to tell you why they think they should learn the skill. Do your best to sell them on the idea that it is worthwhile to learn the skill. Be certain to do a thorough job--but quit while you are ahead. Move quickly into direct instruction when you have students at their motivational peak. (For some students, you will need to settle for a molehill.)

DIRECT TEACHING

Tell students what your version of the skill entails, in twenty-five words or less. Break it into steps for them and demonstrate for them what happens at each step. Then, over an extended period of time (a week, a month, or even longer), give them opportunities to master each step. Depending on the skill, the approach to instruction must vary.

Teach students each step in a uniform way. If they perform each step in an identical fashion, it will be easier to keep track of their progress, to check their work, to help them make corrections, and to bring them to an awareness of what they are doing.

When appropriate, teach students to master the steps according to one of the following sequences:

I. Cumulative

A. Step One
B. Steps One and Two
C. Steps One, Two, and Three
D. Steps One, Two, Three, and Four
. . . . . and so on

II. Sequential

A. Step One
B. Step Two
C. Step Three
D. Steps One, Two, and Three

Use the sequence which makes the most sense in terms of the task and which leads students to the highest degree of comprehension of what they are doing. It is important to take plenty of time to ensure that mastery is obtained by students. On the other hand, expect students to progress at different rates. There is no requirement that all students be at the same stage at the same time. This is where individualizing of the instruction and attention to individual students really begins to pay off.

PRACTICE TO COMPETENCE

After learning all the steps of the skill and showing at least a moderate level of application, students should use the skill frequently in class as a tool to aid their learning. At this point, students should be using the skill as taught and without modification. After several opportunities for practice, teachers should judge whether students have mastered the skill. If they have, students should be moved to the next stage. If not, they should be given pointers or adjustments of work requirements to assist them in achieving mastery. Students will usually move into and out of this step at different rates.

HABIT ESTABLISHMENT AND MODIFICATION

At this stage, it is appropriate for students to make changes in the way they perform the skill. Teachers should tell them that these changes should have as their purpose increasing ease and efficiency in applying the skill. Teachers should at first monitor how students are modifying their acquisition of skill and then gradually cease direct attention to the skill. As monitoring is withdrawn, teachers should leave students with this message: "The skill is yours. Use it. Improve the ways you perform it. See what other ways you can find to use it."

SOME SPECIFIC POINTS ABOUT EACH STEP

1. Awareness of Habit Status

   - Hands-on activity is important at this stage. Students cannot analyze their skill performance without it.
   - All degrees of performance are acceptable as starting points during this stage. The important point is that students become aware of the elements of what they do, whether they contribute to effectiveness, and how much energy their performance requires.
   - It is essential to actively engage the students at this stage.

2. Predisposition to Change

   - Teachers must attempt to get students to want to try the skill. This can take the form of a direct appeal.
   - Many students will feel that "their way" is already perfect. This is to be expected. Teachers should tell students that. They should also tell students that this sentiment often accompanies skill performances that could well be improved.
   - Students should know that if a skill proves impossible for them, there are alternatives. They should also know that they are expected to give each skill their best efforts at mastery.

3. Direct Teaching

   - Wall charts showing steps of the skill under consideration can give students a ready reference to use when they encounter problems.
   - Students should evaluate their own success at each step. After all, it is their opinions that count. This will also help them in staying aware of where they are going in their learning.
   - Teachers must keep records of student performance, beginning at this step. A "good-better-needs work" grading, coupled with brief anecdotal notes when necessary, is probably optimal. Records should also be briefly kept during the next two steps.
   - Students must be told how to do each step. Teachers should feel free to give instructions in keeping with their own experiences and common sense. Teachers should feel perfectly free to change the pacing of instruction to suit individual students.
   - With rare exceptions, students should attempt to perform the skill <u>as taught</u> at this, and during the practice, stage. Students who want to alter the way they are asked to perform are many times attempting to avoid encountering tasks in which they need attention. Teachers must be alert to this possibility and avoid being manipulated into allowing deviations that protect and foster gaps in student learning. Often, the "creative" students are the ones who try to evade unpleasant work. Often this is false creativity.

4. Practice to Competence

- Students should know how much practice, teachers will require them to do. They should know what will happen after that.
- Students must be told to see the teacher when they run into difficulties. Students must be made to understand that they are responsible for their own learning.
- At this point, all students should be performing the skill in the same way.

5. Habit Establishment and Modification

- As in the awareness step, students should be led to assess the status of their skill use.
- Changes in the way students execute the skill should be made so as to conform with conscious purposes.
- Teachers should lead students to see interrelationships between skills and to seek additional applications and refinements of them.

It is hoped that your experiences with these skills is a successful one. The Office of the Comrehensive Reading Program is ready to support your efforts with appropriate inservice, should you require it. We also welcome your ideas, questions, suggestions, and sample lessons.

Jack N. Cole, Ph.D.
Coordinating Supervisor of Reading
1980

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N = Notetaking

L = Listening-Auding

M = Memory

S = Scheduling and Task Analysis

T = Using a Textbook

M = Math

SS = Social Studies

SC = Science

E = English/Language Arts

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IN JUNIOR HIGH GUIDE:

Grade

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Teacher Information Sheet

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Grade

8 Suggested Order of Presentation
Teacher Information Sheet

N30 Taking notes in three-column format and predicting test questions from the key words and summary SC
N31 Learning how to organize essay questions based upon summary and notes SS
N32 Taking notes in three-column format and predicting test questions from the key words and summary SS
N33 Learning how to organize essay questions based upon summary and notes SS

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S20 Planning a hypothetical trip, experiment, or report SC

T22 Focusing on adjusting rate to suit purpose SS
T23 Learning to recall information contained in headings, graphs, and other format characteristics SC, M
T24 Continuing the use of SQ3R (Survey, Question, Read, Recite, Review) SC, M

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Grade

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N35 Practicing with three-column notetaking system at least thirteen weeks SS

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L28 Listening to longer discourses SC
L29 Listening to narratives E
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M30 Using the pegword memory system to recall a homework assignment SC
M31 Memorizing a poem a month SS, E

S21 Planning, scheduling, and executing a research project SC
S22 Planning a cross-country trip SS

T25 Increasing silent rate flexibility in content texts M
T26 Reading quickly for main ideas; rereading slowly for details M, SC

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IN ELEMENTARY GUIDE:

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L2	Playing listening games E
L3	Listening to hear specific sounds E
L4	Listening and responding to simple directions M, E, SC
L5	Listening to stories for enjoyment E
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M2	Recalling what came next in a nursery rhyme E
M3	Recalling events in a narrative SS, E
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S2	Learning the schedule for the day's activities M, SC
T1	Obtaining simple information from books SC

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Grade	
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M5	Imagining and drawing scenes from descriptions SS, E
M6	Remembering to perform simple and limited homework assignments M
M7	Recalling elements of a problem M
S3	Learning that each day/week/month has a particular order and parts SS
S4	Learning the yearly calendar SS
S5	Learning that people set calendars and that they need to control their time SS
S6	Helping to schedule the day's events with teacher guidance M, SC
T2	Learning that print is an important source of information SS
T3	Using a Table of Contents M, SC
T4	Learning book parts SS

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Grade		
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M9	Remembering to perform more involved homework assignments	M
M10	Developing recognition memory for pictures	SS, E
S7	Helping to schedule the day's events with fuller participation	SC
S8	Helping to schedule the weeks's events	M, SC
S9	Planning to follow a two-week schedule	SC
T5	Learning about the different types of information available in various books.	M
T6	Learning that school will have a specific number of subjects, each with its own method of imparting information	SC

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Grade	
3	Suggested Order of Presentation Dear Third Grade Teacher Bulletin Board
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N11	Taking brief notes from talks SC
N12	Summarizing lectures and days' events E
N13	Keeping assignment notebook M
N14	Naming categories of content information/facts E, SC
L10	Learning simple listening strategies E, SC
L11	Analyzing own listening strengths and needs E
M11	Turning simple ideas and concepts into pictures SC
M12	Recalling narrative events in proper sequence SS, E
M13	Memorizing a short lyric poem SS, E
M14	Learning a simple chained imagery memory strategy M
S10	Planning a two-week project and completing it with teacher guidance SC
S11	Planning the reading of a book and scheduling it on a bookmark calendar SS
T7	Learning to skim for facts M
T8	Learning about different reading rates M, SS
T9	Learning chapter parts and their use SC

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Grade		
4	Suggested Order of Presentation Dear Fourth Grade Teacher Bulletin Board/Wall Chart	
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N16	Using a notebook to build vocabulary	E, SC
N17	Writing class summaries in notebook	E
N18	Keeping a notebook in one content area	M
N19	Taking own notes from a brief lecture	E
N20	Learning concept of one-word notes	SS
L12	Listening to poetry	E
L13	Listening to music	E
L14	Listening to oral/dramatic reading	E
L15	Listening to a discussion	E
M15	Reading content textbooks; recalling pictures and boldfaced titles	M, SC
M16	Recalling a six-item set of directions through the use of imagery	SC
M17	Learning a phonetically-based memory system for numbers	M
S12	Planning the reading of a chapter	SS
S13	Planning the class calendar for the year	SC, SS
T10	Learning the differences and similarities in content texts	SC, M
T11	Learning to quickly survey a chapter	SC
T12	Learning to take reading notes	M, SC
T13	Learning to use Mathematics Q4R (Question, Read, Reflect, Recheck, Review)	M

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Grade	
5	Suggested Order of Presentation Dear Fifth Grade Teacher Bulletin Board/Wall Chart
N21	Making up titles for collections of ideas SC
N22	Using one-word notes SS
N23	Taking running notes in lectures and extracting key words on left SC
N24	Studying for a test from notes M, SS
N25	Comparing notes with test SS
L16	Learning "Ten Commandments of Good Listening" M, E
L17	Keeping a listening analysis sheet E, SC
M18	Using the pegword memory system to recall vocabulary words SC
M19	Recalling vocabulary words through the use of chained imagery SS, E, SC
M20	Turning content chapters into imagery SS, E
S14	Planning an experiment SC
S15	Planning a project involving research and construction SC
T14	Learning to turn headings into questions to be answered after having read the section SC, SS
T15	Learning to interpret pictures, charts, and graphs SC, SS

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Grade	
6	Suggested Order of Presentation Dear Sixth Grade Teacher
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N27	Taking and having notes checked from lectures, reading, and experiences SC
N28	Mastering the use of key words SS, SC
N29	Writing a summary page for a single lesson or a day's lesson: key words, summary (ies), new words SC
L18	Continuing to refine Grade Five skills E
L19	Reducing distractibility by listening through noise SC
L20	Listening to identify nuances in speech SS
M21	Using the pegword memory system to recall directions SC
M22	Recalling textbook chapters by focusing on pictures and format SS
M23	Using the locus system to recall content terminology M, SC
S16	Learning to analyze a junior high/middle school level assignment SC
S17	Planning a hypothetical week's work of junior high/middle school study, given a hypothetical list of assignments and due dates SC
T16	Learning and using a simple readability formula SS
T17	Using the index to learn new vocabulary M
T18	Learning SQ3R (Survey, Question, Read, Recite, Review) in content texts SC

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STUDY SKILLS CALENDAR

GRADE 10

SEPTEMBER

- Read tenth grade letter to students.
- Notetaking: Learning or reviewing the three column notetaking format (N-38). Science and any content area.

OCTOBER

- Notetaking: Predicting tests from notes (N-37). Science.
- Listening: Listening to music and exercising imagination L-31). Social studies.
- Memory: Using the pegword memory system to recall as homework assignment (M-32). Mathematics and any other content area.

NOVEMBER

- Notetaking: Requiring notetaking in three-column format in at least two content areas (N-36). Science and any other content area.
- Textbook: Using a textbook: Summarizing textual content from memory (T-27). Science.

DECEMBER

- Listening: Listening for bias, for clarity and for specificity in speech (L-32). Science.

FEBRUARY

- Memory: Using the locus system to recall a speech (M-33). Social studies and other content areas.

MARCH

- Scheduling and Task Analysis: Planning a field trip (S-23). Science.
- Scheduling and Task Aanalysis: Planning the writing of a major essay (S-24). Science.

TEACHER INFORMATION SHEET

GRADE 10

GENERAL CONTENT OF LESSONS AT THIS GRADE:

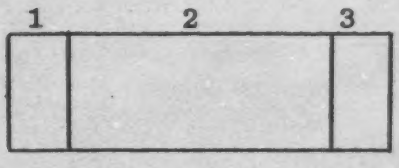
During senior high school it is recommended that you teach the study skills of notetaking, listening, memory, scheduling and task analysis, and using a textbook. These skills include:

- reviewing the three-column notetaking system;
- using classnotes to predict test questions;
- improving listening skills;
- improving memory through the pegword and locus system;
- learning to plan ahead for writing assignments and class trips; and
- learning to summarize textbook content from memory.

REGARDING NOTETAKING:

Some Key Words:

Three-column Notetaking Format. Column 1 is for key words, column 2 is for running notes. Column 3 is for Summary of running notes and key words.



Running notes - important information written in words, phrases, abbreviations, or symbols in the middle column of a three-column format.

Key words - important points (terms) in a lecture or chapter.

Summary - condensed restatement of noted information that includes the main idea (written at end of session).

Some Key Ideas:

- Turning notes into test questions make it easier to study for a test.
- Knowing how to take notes effeciently will make schoolwork easier and help one be successful on tests.

Possible Problems That May Arise:

- Students may resent the idea of changing the way they correctly take notes.
- Students may have difficulty using a new notetaking system if several unfamiliar concepts are introduced in a lecture (therefore, use less difficult content).

REGARDING LISTENING:

Some Key Words:

Images: mental pictures

Bias: opinion formed before all the facts are known

Listening Skills Analysis Sheet: a check sheet for students to use in evaluating their own listening habits.

Some Key Ideas:

- Some items on the Listening Analysis Sheet are more appropriate for certain listening situations than for others.
- It is important to listen critically to information before forming an opinion.
- The Listening Analysis Sheet can be used to indicate progress in improving listening over a period of time.

Possible Problems That May Arise:

- Students may have difficulty separating their biases from other information they hear.

REGARDING MEMORY:

Some Key Words:

- Pegword memory system: a system whereby students remember information by using specific visual images.
- Locus system: mental walk around a familiar location.

Some Key Ideas:

- The student will use specific memory strategies to help recall information more quickly.

Possible Problems:

- Students may find that the pegword memory system seems to be elementary; but impress upon them that using it really helps.
- Memory systems won't help everyone. (Expect individual differences.)

REGARDING SCHEDULING AND TASK ANALYSIS:

Some Key Words:

- Planning: organizing ideas into meaningful experiences.

Some Key Ideas:

- Students will be able to map out plans to execute an activity.
- Students will be able to organize effectively the writing of a major essay.

Possible Problems:

- Resistance from students who feel they can carry out a task without planning for it.

REGARDING USING A TEXTBOOK:

Some Key Words:

- Summarizing: writing a condensed restatement of technical material that includes the main ideas.
- SQ3R: system for study of a chapter (Survey, Question, Read, Recite, Review).

Some Key Ideas:

- The student will be able to summarize the material in a textbook after a lapse of time.
- The student will be able to apply SQ3R (Survey, Question, Read, Recite, Review).

Possible Problems:

- Some students may not have sufficient reading skills to absorb the material.

LETTER TO STUDENTS

GRADE 10

To the student: During your senior high school career you will continue to use study skills as learning aids. You will refine and apply the study skills you already know. You will also learn some new study skills.

In the tenth grade you will meet new challenges in your studies and teachers will assume that you know how to cope with challenging assignments both inside and outside of class. For that reason, we will review some familiar study skills and introduce some new ones to help you study effectively.

Here is a sneak preview of some of the skills we will touch on this year:

- reviewing the three-column notetaking system;
- using class notes to predict test questions;
- improving listening skills;
- improving memory through the pegword and locus systems;
- learning to plan ahead for writing assignments and class trips; and
- learning to summarize textbook content from memory.

SKILL:

Notetaking

LESSON:

Requiring notetaking in three-column format in at least two content areas (N36).

CONTENT:

Science and any other content area selected by staff.

INSTRUCTIONAL MATERIALS:

Notetaking materials and Guidelines for Effective Notetaking ditto (or on overhead projector).

POSSIBLE PACING:

. AWARENESS: 10 minutes
. PREDISPOSITION: 10 minutes
. DIRECT TEACHING: 20 minutes
. PRACTICE: 30 minutes
. HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS:

First, arrive at an agreement with teachers of at least one other content area that both (or more) departments will require the three-column notetaking system of its (their) students. Decide on a day when all teachers will tell students of this requirement.

Second, ask students what they do when they take notes in your class. Chart or record their responses on the board. Then ask them what they do when they take notes in their other classes, particularly the ones where notetaking is to be required. Chart/record students responses. Finally, tell students that there is one specific notetaking system that will be applicable in both (or more) classes and they will be required to use it.

PREDISPOSITION:

Ask students in both content classes: "How would you like to write less and remember more?" Studies have shown that the methods we discussed earlier are not very successful. So, use the three-column notetaking method, if you want to...

1. learn not to forget anything you want to remember.

2. stay awake in class.

3. predict @80% of test questions.

4. improve your grades.

5. make school easier and take less time.

6. Note: Chances are at 34 to 100 you will remember if you write it down and at 4/1000 if you don't.

DIRECT TEACHING: (For both content classes)

1. Tell students they are going to learn an effective note-taking method using the three-column format. Hand out "Guidelines for Effective Notetaking" and discuss the guidelines.

2. Have students take out their notebooks and divide the page into three columns. Head each column like this sample:

3. Explain that running notes will go in the center and largest column. Tell students to take running notes as they listen to class lectures and discussions. Include those points which you consider most important.

4. Explain that key words, new terms, important names and dates, and terms students would expect to see on a test will go in the left hand margin.

5. Explain that time will be given at the end of each class for students to write a summary of the running notes.

Writing a summary helps students get an overview of material presented; placing the summary at the side of each page can help students locate specific notes quickly.

PRACTICE:

1. Have students practice this method as you teach content material.

2. Provide time at the end of the class session for students to extract key words and to write their summaries.

3. The following day share the key words and summaries written by the students to make certain they are on the right track. Practice this format at least three times.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Have students use this method in both content classes. Teacher will check notes on a weekly basis for at least nine weeks.

2. Have students evaluate this format at the end of this trial period.

3. In which content area has the notetaking been most helpful? List the ways this notetaking has helped you in each of the two content classes.

4. Use follow-up lesson on using notes to predict test questions, to reinforce helpfulness of taking good class notes in both content classes. (Refer to N37.)

NOTETAKING

Guidelines for Effective Notetaking

1. Write down no more than you have to; use abbreviations, initials, short phrases and other symbols to represent ideas that seem worth remembering, or that may pop up on an exam.
2. Write what you think is important.
3. Write down what the teacher thinks is important.
4. Jot down classmates' questions ... they might be on the test.
5. Listen before you write; do not worry about details.
6. NEATNESS DOES NOT COUNT!
7. Draw pictures where helpful.

SKILL:

Notetaking

LESSON:

Predicting tests from notes (N37).

CONTENT:

Science (Biology)

INSTRUCTIONAL MATERIALS:

Notes from previous lecture.

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 2-3 class periods
- PRACTICE: Over a nine week period
- HABIT ESTABLISHMENT AND MODIFICATION: Review regularly throughout year.

AWARENESS:

Ask students to tell how they prepare for tests. Ask how many people cram at the last minute? Ask how many people read and re-read their notes as many times as possible before a test?

PREDISPOSITION:

1. Ask students, "How would you like to learn to 'psych out' your teachers on tests?"

2. Tell students that research indicates that students perform better on tests when they quiz themselves while studying as opposed to just reading their notes. (Teacher would have made up test beforehand.)

3. Have students come up with reasons for this research finding; for example, they can't anticipate test questions or when just reading notes they may lose concentration.

DIRECT TEACHING:

1. Tell students they are going to learn how to predict test questions using their class notes.

2. Discuss how the three-column notetaking format can help the students predict test questions, i.e., use of key words, summary statement, and diagrams.

3. Divide students into groups of three or four to write objective test questions from their notes. (For example, have each group write ten multiple choice and/or fill-in questions.)

4. Have each group record their questions, without answers on a ditto master and collect the dittoes for use the following day.

5. Distribute the student-made questions to the class and have students use them as a practice test. Go over the questions and answers together for two purposes: first, for students to evaluate the quality of each others' questions; second, for students to determine how prepared they are for the test.

6. Have students keep the question sheets for a study guide.

7. Have students take the teacher-made test the following day. Teacher-made test is to be prepared, of course, before the students make their study guide so they can make a realistic comparison.

8. Have students compare the teacher-made test with their study guide. Discuss and evaluate benefits of trying to predict test questions from class notes.

PRACTICE:

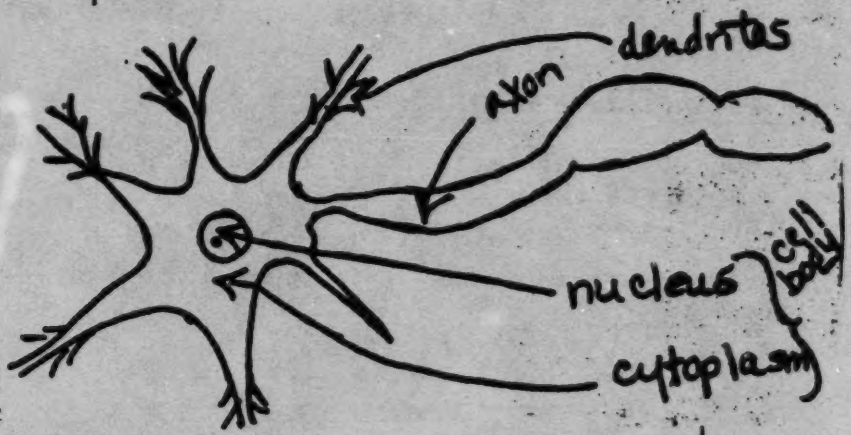
1. Have students follow this procedure for a nine week period.

2. Require students to turn in test questions based on notes from another course to reinforce their use of this study method.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Continue using this review procedure on a regular basis until students show competence. This will take longer with some students.

2. Encourage students to use this method of studying independently.

KEY WORDS	RUNNING NOTES	SUMMARY
	INTRODUCTION TO THE NERVOUS SYSTEM OF MAN*	
central nervous system	Brain and spinal cord = central nervous system . communicate with all parts of body	
neurons	Nerve cells = neurons . act as link in communication system of body . contain a nucleus and cytoplasm	
nerve fibers	Nerve fibers = threadlike processes that extend from cell body	
dendrites	Dentrites - fibers that carry impulses to cell body	
axons	Axons - fibers that carry impulses away from cell body	
impulses	Impulses = messages that travel along nerve fibers	
diagram of motor neuron		

The brain and spinal cord make up the central nervous system. They communicate with all parts of the body and nerves.

*Notes taken from Modern Biology, J.H. Otto and A. Towle, Holt, Rinehart, and Winston, 1973, p. 690.

STUDY SKILLS LESSON PLAN

SKILL:

Notetaking

LESSON:

Learning or reviewing the three-column notetaking format (N 38)

CONTENT:

Science (Biology) or any content area

INSTRUCTIONAL MATERIALS:

Handouts: "Guidelines for Effective Notetaking" and Notetaking sample on the nervous system

POSSIBLE PACING:

- AWARENESS: 5 minutes - 1st day introduce lesson
- PREDISPOSITION: 10 minutes -
- DIRECT TEACHING: 15 minutes - 2nd day
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: 6 weeks or until students demonstrate competence

AWARENESS:

Take a poll. Ask students:

1. When you take notes do you use a specific system?
2. How many use the write-down-every-word system?
3. How many of you try to take neat notes?
4. How many of you decide that since you can't get it all down, you won't write any of it down?

PREDISPOSITION:

Ask students, "How would you like to write less and remember more?" Studies have shown that the methods we discussed earlier are not very successful. So, use the three-column notetaking method, if you want to...

1. Learn not to forget anything you want to remember.
2. Stay awake in class.
3. Predict at 80% of test questions.

4. Improve your grades.

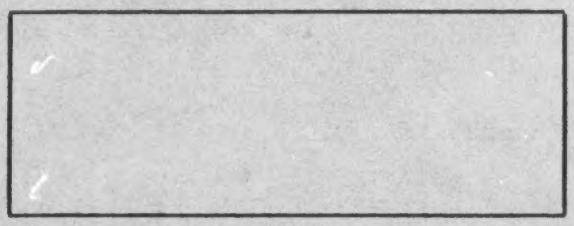
5. Make school easier and take less time.

6. Note: Chances are at 34 to 100 you will remember if you write it down and at 4/1000 if you don't.

DIRECT TEACHING:

1. Tell students they are going to learn an effective note-taking method using the three-column format. Hand out "Guidelines for Effective Notetaking" and discuss the guidelines.

2. Have students take out their notebooks and divide the page into three columns. Head each column like this sample:



3. Explain that running notes will go in the center and largest column. Tell students to take running notes as they listen to class lectures and discussions. Include those points which you consider most important.

4. Explain that key words, new terms, important names and dates, and terms students would expect to see on a test, will go in the left hand margin.

5. Explain that time will be given at the end of each class for students to write a summary of the running notes.

Writing a summary helps students get an overview of material presented; placing the summary at the side of each page can help students locate specific notes quickly.

PRACTICE:

1. Have students practice this method as you teach biology content.

2. Provide time at the end of the class session for students to extract key words and to write their summaries.

3. The following day share the key words and summaries written by the students to make certain they are on the right track. See attached sample for notes taken on "The Nervous System" demonstrating the note taking format. Practice this format at least three times.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Have students use this method. Teacher will check notes on a weekly basis for at least nine weeks.

2. Require students to try this method in one other content area for one month.

3. Have students evaluate this format at the end of this trial period.

4. Use follow-up lesson on using notes to predict test questions, to reinforce helpfulness of taking good class notes. (Refer to N 37.)

NOTETAKING

Guidelines for Effective Notetaking

1. Write down no more than you have to; use abbreviations, initials, short phrases and other symbols to represent ideas that seem worth remembering, or that may pop up on an exam.
2. Write what you think is important.
3. Write down what the teacher thinks is important.
4. Jot down classmates' questions ... they might be on the test.
5. Listen before you write; do not worry about details.
6. NEATNESS DOES NOT COUNT!
7. Draw pictures where helpful.

SKILL:

Listening -- Auding Skill Activities

LESSON:

Listening to music and exercising imagination (L 31).

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

Handout: Wall Chart "Listening Skills Analysis Sheet," or copy of an appropriate instrumental music selection.

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 15 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: teacher judgment
- HABIT ESTABLISHMENT AND MODIFICATION: teacher judgment

AWARENESS:

Ask students, "How many of you listen to music? What do you get out of music? Have you given any thought to how you listen to music? How is listening to instrumental music different from listening to songs?"

PREDISPOSITION:

Discuss those skills listed on the "Listening Skills Analysis Sheet" which would apply most to listening to music? Ask students, "Listen to the following instrumental music selection (example: an instrumental selection from a movie) and determine which of the listening skills you thought were the most important." Students might select numbers 1, 3, 5, 7, 8, 9. Have students discuss how these listening skills play an important part in listening to music.

DIRECT TEACHING:

1. Have students review the "Listening Skills Analysis Sheet." (Handout or wall chart.)

2. Have students select the listening skills which apply most to listening to instrumental music.

3. Have students listen to a music selection and write down the words and images which come to mind about a particular period of history or historical figure. Students should write after listening to the selection.

4. Ask students if the listening skills they had chosen really did play an important part in their listening.

5. List words in categories. Note multiple meanings.

6. Have students share their words and images to show the range of individual interpretations.

PRACTICE:

1. Have students listen to an instrumental music selection of their choice and write a well-organized paragraph or draw a picture showing the images that come to mind.

2. Have students choose a creative listening project. For example, students might: (1) listen to an instrumental music selection and design a collage which incorporates the words and images they heard, (2) listen to a song and write a story about it, and (3) listen to the theme songs of 3 or 4 television shows and explain how the songs fit the kind of show.

HABIT ESTABLISHMENT AND MODIFICATION:

Encourage students to apply these good listening techniques in other situations.

LISTENING SKILLS ANALYSIS SHEET

NAME: _____ Date

1. LOOK FOR SOMETHING INTERESTING: See if you can learn one new fact.

2. JUDGE CONTENT, NOT DELIVERY: Think about what is said, not the way it is said.

3. AVOID DISTRACTIONS
   a. VOLUME: If you can't hear the speaker, make it known.

   b. FROM OTHERS: Ask others to be quiet -- let them know you are listening.

4. HOLD YOUR FIRE: Don't comment until you've heard everything the speaker has to say.

5. SEEK NEW IDEAS: Try to learn something new.

6. BE FLEXIBLE: If the speaker gets "off the subject" try to listen anyway.

7. WORK HARD AT LISTENING: Look at the speaker and sit up straight.

8. EXERCISE YOUR MIND: Listen to something even if you don't understand it -- you may learn something new.

9. KEEP AN OPEN MIND: Even if you don't agree, listen to what the speaker has to say.

10. USE THE DIFFERENCE BETWEEN SPEECH RATE AND LISTENING

RATE: Try to "think ahead" of the speaker. When the speaker isn't talking, try to guess what will be said next.

■ I was able to do this well all the time.

□ I had a hard time doing this.

◪ I did this some of the time.

SKILL:

Listening -- Auding Skill Activities

LESSON:

Listening for bias, for clarity and for specificity in speech (L 32).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Newspaper editorials related to biology, Listening Skills Analysis Sheet, and Sample Bias Card.

POSSIBLE PACING:

- AWARENESS: 5-10 minutes
- PREDISPOSITION: 5-10 minutes
- DIRECT TEACHING: 1 period
- PRACTICE: 1 or more class periods as needed
- HABIT ESTABLISHMENT AND MODIFICATION: #1 - 10 minutes
  #2 - time varies

AWARENESS:

Read a biology-related editorial aloud to students. Then ask students to write down the bias of the editorial and discuss their responses.

PREDISPOSITION:

Ask students, "Were you able to determine the point of view of the editorial? Together let's come up with a technique for listening for bias. How can this help you in the real world?" Discuss ads, political campaigns, and editorials.

DIRECT TEACHING:

1. Have students discuss the concept of "bias" and some of their own biases, for example: co-ed sports teams and the rating system for movies. Lead students to the definition of bias, i.e., an opinion formed before all the facts are known.

2. Review "Listening Skills Analysis Sheet." Ask students which items most closely related to listenin g for bias.

3. Read editorial aloud first time. Use an article from the newspaper. Have students listen and then rate their listening on the "Listening Skills Analysis Sheet" just discussed. (Note to teacher: Step #3 may need to be used during initial teaching only.)

4. Explain to students that you will re-read the editorial while they listen for the particular bias which they will then fill in on the following 4 x 6 Bias Card: 4 x 6 card includes:

Title of editorial: _____ Source: _____
Date: _____

Bias:
Supporting Evidence
1.
2.
3.

5. Have students discuss the bias and the supporting evidence. See the following sample:

Sample Bias Card

Title "Endangered Species: The Pork-Barrel Factor
Source:
The Washington Post
Date:
July 11, 1978

Bias: Opponents of the Endangered Species Act are spreading false and misleading information. (Note to teacher: The bias will usually be found in the first sentence.)

Supporting Evidence:
1. The amendments would jeopardize the survival of all endangered species (example: snail darter and whooping crane).
2. Amendment to Section 7 will allow government to wipe out any endangered species that might hamper a federal project such as a new highway.

PRACTICE:

1. Have students bring in an editorial from a newspaper or magazine on a biology related topic.
2. Have students meet in groups.
3. Have groups select one or two of their editorials and determine the bias using the previously mentioned format.

4. Have students share their editorials with the class.

5. Have class determine bias of the editorial by filling in a Bias Card after they listen to the editorial.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Have students rotate the responsibility of bringing in a biology-related editorial per week. Have class listen while a student reads the editorial and then follow above procedure for filling out Bias Card.

2. Have students listen to appropriate T.V. or radio editorials and complete Bias Card as above. Have students be responsible for completing one of these assignments each month.

SKILL:

Memory

LESSON:

Using the pegword memory system to recall a homework assignment (M 32).

CONTENT:

Mathematics, appropriate for all content areas.

INSTRUCTIONAL MATERIALS:

Handout "Memory Joggers," Explanation of Pegword Memory System.

POSSIBLE PACING:

- AWARENESS: 1 minute
- PREDISPOSITION: 2 minutes
- DIRECT TEACHING: 10 minutes
- PRACTICE: teacher judgment
- HABIT ESTABLISHMENT AND MODIFICATION: teacher judgment

AWARENESS:

Ask students to bring in five mathematics items for class the next day--protractor, compass, ruler, slide ruler, and homework problems. Note: Tell students to do this just as the bell rings.

PREDISPOSITION:

Ask students the following day if they brought in the five items. Tell the students that they could have remembered all of the items if they learned a particular memory technique.

DIRECT TEACHING:

1. Review the pegword system for remembering. See handout.

2. Tell students to bring in ten additional items for class the next day.

3. The following day have students discuss and compare the pegword systems they used in order to remember the ten items.

PRACTICE:

Have students practice the pegword memory system to remember mathematical terms for a mathematics quiz. Practice this three times.

HABIT ESTABLISHMENT AND MODIFICATION:

Have students use the pegword memory system to remember mathematics formulas and homework assignments for the next nine weeks.

PEGWORD MEMORY SYSTEM

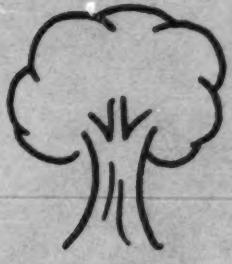
1. Have students use the illustrated pegword clues - each clue rhymes with a number, example: one = bun, two = shoe, etc.

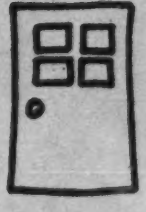
2. Students can use the clues to form a mental image to learn several items at once; also, encourage students to form their own mental images.

3. The pegword memory system's purpose to help memory: the student memorizes the ten key words and then visually associates one word or idea with each pegword.

1.

2.

3. 

4. 

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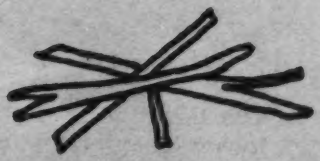
6. 

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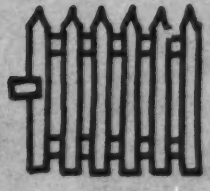
8. 

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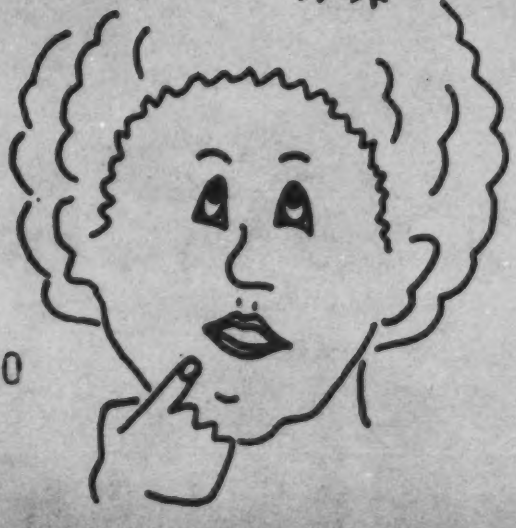


MEMORY JOGGERS

SKILL:

Memory

LESSON:

Using the locus system to recall a speech (M 33).

CONTENT:

Social Studies (appropriate for all content areas)

INSTRUCTIONAL MATERIALS:

Completed speech

POSSIBLE PACING:

- AWARENESS: 20 minutes
- PREDISPOSITION: 15 minutes
- DIRECT TEACHING: 2 class periods
- PRACTICE: several class periods
- HABIT ESTABLISHMENT AND MODIFICATION: portions of several class periods

AWARENESS:

Have a student volunteer to deliver a five minute speech from memory. No notes allowed! Ask students (1) "How did you remember the facts in your speech and the order in which you presented them?" (2) "Were you worried that you might omit a fact or get the specific order of events confused?" (3) "Why is it more difficult to present a speech without any notes?"

PREDISPOSITION:

1. Tell students that early Greek and Roman orators used a memory technique to deliver long speeches (many three hours long) without the use of notes and with unfailing accuracy.

2. Have students discuss how such a memory technique could be useful to them in school or on a job.

DIRECT TEACHING:

1. Tell students this memory technique is called a "locus" or "mental walk".

2. Ask students to define "locus".

3. Elicit response that "locus" means place.

4. Tell students the term locus is derived from Latin. The homes of the Romans were called "loci" or "places."

5. Have students brainstorm (in groups): "From the above facts what do you think the locus memory system is?"

6. Compare results of brainstorming.

7. Tell students, or verify, that the locus memory system involves associating each thought in their speech to a part of their own homes. For example, the introduction of the speech could be the front door. The second thought could be the entrance hall. The parts of the house or a specific room must follow in an arranged order, for example, from left to right.

8. Tell students to close their eyes and picture their own room, study bedroom. Say, "Start at left; perhaps your stereo is there against the wall, and when you get to your room you usually turn your stereo on first. Attach the first thought of your speech to your stereo. Mentally go around your room to the next object and attach the second thought to it."

9. Have students apply the locus memory system to learning their original speeches.

10. Have students deliver their own speeches and then discuss the differences in ability to remember order of facts and accuracy of details in their speeches.

PRACTICE:

1. Have students apply the locus procedure to a speech that is researched and substantive.

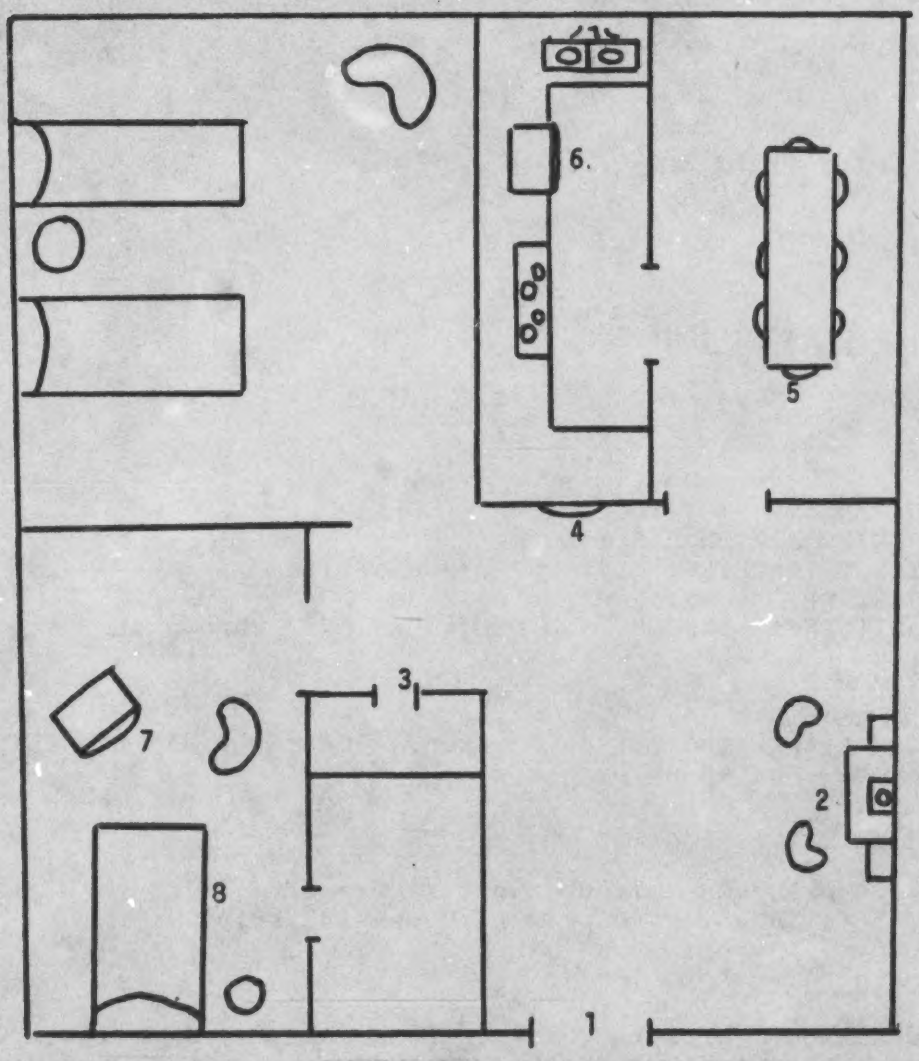
2. Have students apply the locus technique to the classroom where they will deliver their speech.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Continue using the locus system perhaps for a speech delivered each quarter or each semester.

2. Have students apply a new locus, perhaps a store they frequently shop in or the cafeteria of the school.

3. Encourage students to use the locus method to prepare for exams, or to recall other important information.



SPEECH PARTS - LOCUS MOVEMENTS

1. Introduction - come in door.
2. First point - turn on stereo.
3. Second point - hang up coat in closet.
4. Third point - comb hair.
5. Fourth point - throw books on the table.
6. Fifth point - get a snack.
7. Sixth point - turn on T.V.
8. Conclusion - flop on bed.

SKILL:

Scheduling and Task Analysis

LESSON:

Planning a field trip (S 23).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Chalkboard, paper and pencils.

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: several class periods
- PRACTICE: several class periods
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS:

Discuss trips students have taken. What good and bad things happened? What problems arose?

PREDISPOSITION:

How were problems solved? What made a particular trip good or bad? Here is a way to plan a successful trip.

DIRECT TEACHING:

1. Brainstorm with the class. List the most important considerations on the board.
2. Some examples might be: Time, mode of traveling, number of people involved, food and accommodations, purpose of trip.
3. Set up committees for each major category.
4. Select a chairperson and recorder for each group.
5. Have each group meet and set up tentative plans.
6. Meet again with all groups and here committee reports.
7. After discussion of plans, go back into groups to refine plans.

PRACTICE:

Using the same format, have students plan another hypothetical trip or project. Give students practice in planning and group work.

HABIT ESTABLISHMENT AND MODIFICATION:

Encourage students to use planning techniques for all long term assignments.

SKILL:

Scheduling and Task Analysis

LESSON:

Planning the writing of a major essay, (to be used in conjunction with 10th grade field trip lesson). (S 23/24)

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Biology Textbook, Sample Notetaking Outline Form

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 2 minutes
- DIRECT TEACHING: Steps 1 through 4, 20 minutes; steps 5 through 9, 2 class periods
- PRACTICE: teacher judgment
- HABIT ESTABLISHMENT AND MODIFICATION: teacher judgment

AWARENESS:

Tell students that they will be writing an essay on their observations of a particular primate after the field trip to the zoo. Students can choose which species they wish to observe and report on.

PREDISPOSITION:

Ask students what they could do before the trip to make writing the essay easier. Lead students to the conclusion that there is a good way to plan and organize a writing assignment. Tell students it works.

DIRECT TEACHING:

1. Tell students that outlining is a good way to organize information for an essay.

2. Ask students that topics would be included in this outline-that is, what different kinds of information about primates will they look for in their observations? Some examples include: appearance, instinctive behavior, communication, social interaction, eating habits, growing, and the effects of captivity.

3. Have students write an outline to take with them to the zoo. This form could be set up in three-column notetaking format. See attached sample.

4. Review notetaking format and tell students to jot down notes on their outline as they observe the primates.

5. During and after the trip, check students' notes to ensure completeness.

6. Provide students with an overview of the process used in the actual writing of the essay. Explain that the essay should contain in introduction, body, and conclusion.

7. Have students write a rough draft of the essay during a class period and look over individual papers to check student progress.

8. Have students write essays in final form at home to be handed in the following day.

9. Have students share their essays with the class to compare observations.

PRACTICE:

Have students plan a follow-up observation essay, using an animal or human in their home environment. Have students follow the steps described above in completing this task, i.e., outlining and notetaking, organizing the essay, writing the rough draft, revising, and writing the final essay. Students should hand in a schedule of when they plan to do each step. This will reinforce the importance of planning ahead.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Have students use this system for planning and writing essays at least three times throughout the semester.

2. Encourage students to use this system in other content areas, example: offer extra credit for students who bring in outlines for essays from other classes.

3. Tell students they can plan in even more detail the more they break a task down, the easier it is.

KEY WORDS

RUNNING NOTES

OBSERVATIONS OF PRIMATES:

Appearance:

Instinctive Behavior:

Communication:

Social Interaction:

Eating Habits:

58

etc.

Summary

SKILL:

Using a Textbook: Summarizing textual context from memory (T 27).

CONTENT:

Science (Biology)

INSTRUCTIONAL MATERIALS:

Biology textbook (Example: Modern Biology, Holt, Rinehart and Winston, Inc.).

POSSIBLE PACING:

- AWARENESS: 30 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the school year

AWARENESS:

1. Assign a chapter of your biology textbook for a chapter test, chapter 11, pp. 170-185.

2. After the students have read the chapter, have them summarize it. Ask what methods students used to summarize? Was it difficult? Were they easier for them to summarize, SQ3R.

DIRECT TEACHING:

1. Review SQ3R (See attached sheet.) (Survey, Question, Read, Recite, Review.)

2. Explain the writing of a summary, using pertinent chapter headings and illustrations, italicized keywords, and charts. (See attachment.)

PRACTICE: (List specific activities.)

1. Have students restudy the chapter, applying the SQ3R method.

2. Using pertinent chapter headings and illustrations, italicized keywords, and charts. Have students summarize the chapter in writing.

3. Suggest that students apply the pegword memory system to remember the underlined or keywords or points in their summary.

4. Give the students a second chapter summary test.

HABIT ESTABLISHMENT AND MODIFICATION:

This process should be repeated in successive assignments.

*****SURVEY*****QUESTION*****READ*****RECITE*****REVIEW*****

NAME_____

SQ3R STUDY GUIDE

1. Survey the chapter two times:

   a. First, survey for a bird's eye overview. Check for the number of headings, sub-headings, pages, estimated time it will take to read. This should take 3-4 minutes.

      Number of:

      - headings _____
      - sub-headings _____
      - pages _____
      - estimated time to read whole chapter _____

   b. Second, survey for key vocabulary words. List and define them below. If you cannot define a word, read the chapter and try to define from the context.

      _____

      _____

      _____

      _____

2. Question

   Make questions by inverting the verb in headings and sub-headings. Write down the questions. (Use the back of this sheet, if necessary.)

   _____

   _____

   _____

   _____

   _____

   _____

3. Read the writer's questions at the end of the chapter. Write those you have not anticipated (above) on the back of this sheet.

4. Recite

   a. Read the selection silently, answering the questions in writing.

   b. The night before the test, read the questions and see if you can answer them. Study the ones you missed. Do not reread the text.

5. Review

   After you have read the selection silently, answering the questions in writing, read the chapter a second time. (This comes between 3a and 3b.)

SUMMARIZING TEXTUAL CONTEXT FROM MEMORY: MODERN BIOLOGY, pp. 170-185

"Genes In Human Populations," Headings, Keywords, Captions

The nature of human heredity
Population genetics: gene frequencies
Sampling a population
The gene pool: Caption - The ability to roll the tongue is genetically determined. The characteristic is dominant, so that a tongue roller may be either homozygous or heterozygous for the trait.
Genetic studies of twins: keyword - fraternal twins, identical twins
Caption: Since identical twins develop from a single egg and sperm, they have the same genetic makeup. Fraternal twins, developing from different eggs and sperms, are not more alike than other brothers and sisters.
Genes in human populations - inheritance of blood type. Keyword: multiple alleles
Table: Blood Type Percentages in Various Regions in the World
Inheritance of the Rh factor: keywords: Rh Positive, Rh Negative
Sex-linked genes in human beings: red-green color blindness, hemophilia
Other characteristics associated with sex: keywords: sex-influenced trait
Inheritance of eye color and skin color
Are diseases inherited? diabetes mellitus
Sickle Cell Anemia
Is intelligence inherited? keywords: mental age, chronological age, intelligence quotient
Inheritance of mental disorders: phenylpyruvic idiocy
Nondisjunction of human chromosomes: keywords: anaphase lag, trisomy, monosomy
Down's Syndrome
Nondisjunction in human sex chromosomes: Turner's syndrome, Trisomy X, Klinefelter's syndrome
Down's Syndrome
SUMMARY: This chapter, "Genes in Human Populations", describes some examples of the impact of heredity on human genetics. Specialists in population genetics study gene frequencies by population sampling. Tongue rolling exemplifies a dominant characteristic. Fraternal and Identical Twin Studies is one method of studying genetic effects. Various areas of human inherited characteristics are: Blood type (Rh positive-negative), Sex-linked genes (red-green color blindness, hemophilia), Eye and Skin color, Diseases (diabetes, sickle cell anemia), Intelligence, Mental Disorders (phenylpyruvic idocy), and results of Nondisjunction in human chromosomes (Down's Syndrome) and human sex chromosomes (Turner's syndrome, Trisomy X, Klinefelter's syndrome).

STUDY SKILLS CALENDAR

GRADE ELEVEN

SEPTEMBER

- Read eleventh grade letter to students.
- Notetaking: Learning or reviewing three-column notetaking format (N 41). Science.
- Listening: Learning the art of rational decision (L 33). Mathematics.
- Textbook: Reacting critically to textual content (T 28). Social Studies.

OCTOBER

- Notetaking: Fulfilling requirement of notetaking with variation according to student goals (N 39). Social Studies.
- Listening: Learning the art of reporting (L 34). Science.

NOVEMBER

- Memory: Using the pegword memory system to recall a lecture after listening to it (M 34). Science.

DECEMBER

- Scheduling and Task Analysis: Planning a month in advance for job and school (S 25). Science.

FEBRUARY

- Notetaking: Discussing variations in notetaking and assessing success (N 40). Social Studies.
- Scheduling and Task Analysis: Planning, scheduling and executing a research paper (S 26). Mathematics.

TEACHER INFORMATION SHEET

GENERAL CONTENT OF LESSONS AT THIS GRADE:

This year in study skills we will be covering specific sub-skills of notetaking, listening, memory, task analysis and scheduling, and use of textbook.

- using the three-column notetaking system;
- using the art of rational discussion;
- using the art of reporting;
- using the pegword memory system to recall lecture material;
- planning ahead for job and school;
- planning, scheduling and executing a term paper; and
- improving comprehension of textbook material.

REGARDING NOTETAKING:

Some Key Words:

Running notes - important information written in words, phrases, abbreviations, or symbols in the middle column of a three-column format.

Key words - important points, terms, names, dates in a lecture or chapter.

Summary - condensed restatement of notes that include the main ideas.

Three-column notetaking system - column 1 is for key words, column 2 is for running notes, column 3 is for the summary of key words and running notes.

Some Key Ideas:

- It is easier to study for a test if you turn your notes into test questions.
- Knowing how to take notes effeciently will make school-work easier and help you be more successful on tests.

Some Possible Problems:

- Students may resent the idea of changing the way they take notes.
- If several unfamiliar concepts are introduced in a lecture, students may have difficulty using a new notetaking system. Therefore you may want to use less difficult content.

REGARDING LISTENING:

Some Key Words:

- Rational discussion: listening for logic in oral explanations.
- County guide on oral reports: a guide for reporting distributed by Prince George's County Public Schools.
- Listening Skills Analysis Sheet: a check sheet for students to use in evaluating their own listening habits.

Some Key Ideas:

- These lessons stress speaking skills.
- Some items on the listening analysis sheet are more appropriate for certain listening situations than for others.
- The listening analysis sheet can be used to indicate progress in listening over time.

REGARDING MEMORY:

Some Key Terms:

- Pegword memory system: a system whereby students remember information by using specific visual images.

Some Key Ideas:

- The students will use specific tricks to help them recall information more quickly.

Possible Problems:

- Some students may find the pegword memory system elementary; but impress upon them that using it really helps.
- Memory systems won't help everyone, expect individual differences.

REGARDING SCHEDULING AND TASK ANALYSIS:

Some Key Words:

- Guide to Managing Your Time: a suggested plan involving task analysis, scheduling, execution and evaluation to help students plan long range assignments.

Some Key Ideas:

- Students need to understand steps involved in planning a research project.
- Students will benefit if they can see how they have been managing their time and how they can improve upon this.

Possible Problems:

- Students may feel they do not need to write down plans and assignments for each day. They may feel they already manage their time well.

REGARDING USING A TEXTBOOK:

Some Key Words:

- Critical reaction: using facts carefully to draw inferences.

Some Key Ideas:

- The students will be taught to be aware that drawing inferences will increase their comprehension.

Some Possible Problems:

- Some students will need reinforcement in this skill. Provide additional materials for capable students as well as those with a deficiencies in reading.

ELEVENTH GRADE LETTER TO STUDENTS

To the Student:

You are no longer newcomers to high school and you should be well on your way to refining your study skills. This year you can expect your teachers and classes to demand more from you academically. In the tenth grade you learned some useful study skills. Some of the academic survival skills you can look forward to learning this year include:

- further use of the three-column notetaking system;
- the art of rational discussion;
- the art of reporting;
- use of the pegword memory system to recall lecture material;
- planning ahead for job and school;
- planning, scheduling, and executing a research paper; and
- improved comprehension of textbook material.

Good luck in this your junior year of high school.

SKILL:

Notetaking

LESSON:

Fulfilling requirement of notetaking with variation according to student goals (N 39).

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

Notes from previous lectures or notes from text material.

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS:

Ask students why they take notes in their classes. What does notetaking do for them? It organizes their lectures or textual material.

PREDISPOSITION:

Ask students to list the goals for notetaking, that is, what benefits they get from taking notes. The three-column notetaking system should provide practice in those skills.

DIRECT TEACHING:

1. On the board or overhead projector, list the goals for notetaking as students have determined them. Example: organizing your information, determining main ideas, and remembering details.

2. Then discuss where in the three-column notetaking system - column 1, 2, or 3, these goals would be met. Example: organizing your information = three-column format
determining main ideas = the key words column
remembering details = running notes column.

3. Discuss any variations in notetaking that students may have made to meet individual needs.

PRACTICE:

Have students use notes previously taken from lecture or text material and analyze the content according to notetaking skills. Students should categorize the information.

HABIT ESTABLISHMENT AND MODIFICATION:

Whenever possible, tell students that in addition to content information, by taking notes they are learning skills of organizing and summarizing.

SKILL:

Notetaking

LESSON:

Discussing variations in notetaking and assessing success (N 40).

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

Notes from previous lectures or notes from text material.

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: once per month
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS:

Have students refer to notes previously taken and discuss the three-column format. Now that students should have refined their notetaking skills, how are they modifying the three-column method to meet their needs.

PREDISPOSITION:

Discuss the successes they've had with the variations.

DIRECT TEACHING:

1. Ask students to describe the variations in notetaking that they have made.

2. Make three-columns on the board or overhead projector.

3. In column 1, list the variations on the board or overhead projector as the student describes it.

4. In column 2, list the purpose for making the variation.

5. In column 3, list the success of the variation as equal to, not as useful or more useful than the original format in detecting needed information for notetaking.

6. Discuss methods and their efficiency.

PRACTICE:

Have students evaluate their own notetaking techniques at least once per month.

HABIT ESTABLISHMENT AND MODIFICATION:

It is important that students are aware of how well they are taking notes. This will aid them in learning more content material. Refer to notetaking techniques whenever possible.

SKILL:

Notetaking

LESSON:

Learning or reviewing three-column notetaking format (N 41).

CONTENT:

Chemistry

INSTRUCTIONAL MATERIALS:

Chemistry textbook, handout - "Notetaking Checklist"

POSSIBLE PACING:

- AWARENESS: 5 minutes - 1st day introduce lesson
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 15 minutes - 2nd day
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: 6 weeks or until students demonstrate competency

AWARENESS:

Discuss with students how they presently take class notes. Ask students to complete the attached "Notetaking Checklist."

PREDISPOSITION:

Discuss students results. Ask students to think of other ways to take notes. Review the three-column notetaking system. Emphasize that this notetaking method will help them to remain alert, retain more information and prepare for a test more efficiently.

DIRECT TEACHING:

Review steps of three-column notetaking format given for the tenth grade. (Refer to Teacher Information Sheet, grades ten and eleven.)

PRACTICE:

1. Have students practice this method at least three times as you teach chemistry content.

2. Provide time at the end of the class session for students to extract key words and to write summaries.

3. Share the key words and summaries to make certain students are following directions.

4. Discuss any variations among individuals. Consider the benefits of each variation.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Have students use this method for at least nine weeks. Teacher will check notes on a weekly basis.

2. Require students to try this method in one other content area for one month.

3. Have students evaluate this format at the end of this trial period.

"NOTETAKING CHECKLIST"

True or False

Ideal		
F	_____1.	I try to write down everything the teacher says.
T	_____2.	I write down what I think is important.
F	_____3.	I try to write my notes as neatly as possible.
F	_____4.	It is easy for me to listen and write at the same time.
F	_____5.	I do not take class notes.
T	_____6.	I write down classmates' questions.
T	_____7.	I use abbreviations and short phrases when taking notes.
T	_____8.	I review my notes at the end of class and write a summary statement.

SKILL:

Listening -- Auding Skill Activities

LESSON:

Learning the Art of Rational Discussion (L 33).

CONTENT:

Mathematics

INSTRUCTIONAL MATERIALS:

Geometry Text

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5-10 minutes
- DIRECT TEACHING: 1 period
- PRACTICE: 1 or 2 class periods
- HABIT ESTABLISHMENT AND MODIFICATION: teacher judgment

AWARENESS:

1. Ask the class, "What preparation do you need to have made before explaining a proof?" and "What is the most logical way to explain a proof?"

2. Discuss students' ideas and write them on the board.

PREDISPOSITION:

1. Tell students, "I am going to present a proof in a logical way and I'd like you to listen for the specific steps of the proof."

2. Have students discuss the steps of your proof and compare these with the ideas they mentioned in the "Awareness" step.

3. Tell students that there are specific steps in proving a proof which requires the skill of rational discussion. Discuss how this skill will help in mathematics and how it might even help persuasive powers in all aspects of life.

DIRECT TEACHING:

1. Present students with a framework for discussion of a proof.

2. Tell students that in proving theories it is helpful to organize the analysis according to a pattern.

   Given:
   To prove:
   Proof:

   Review "given," "to prove," and "proof".

3. Tell students, "In writing out your proof, write your statements in a list and opposite each statement write your evidence in this format:"

Statements	Evidence
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____

4. Use an example from the text to illustrate how the "statement-evidence" format can work.

5. Tell students they will take this format and use it to "teach" each other, to lead discussions of proofs.

6. Review with students these "Helps for reading geometry."

7. Have students work in small groups to try out this format. Circulate among the groups to check students' progress.

8. Have each group select a chairperson to present the group's proof to the class.

9. Tell the students to listen carefully to each presentation. Ask, "Did the group follow the prescribed format? Did this help to make the presentation rational and logical?"

PRACTICE:

Have students use the proof format as an individual assignment. Then have students briefly present their proof to the class. Have students do this three or four times, or until you think they have mastered the skill.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Have students use the proof format for three or four theories. You might want to use a "student-teacher" idea, i.e., ask individual students to present their proof in front of the class and write their statements evidence, etc. on the board.

2. Have students apply this format to a "real-life" situation, such as the student justifying his/her need for his/her own car.

HELPS FOR READING GEOMETRY

1. Make sure you understand the special terms. Look up any of which you do not know the meaning.

2. Read the explanations very carefully. Then try to give the explanations to yourself in your own words. If you have trouble formulating the explanation, reread the problem to clear up the points you did not understand.

3. Examine the geometric symbols and the drawings carefully.

4. Study the diagrams that accompany examples or problems. Read the explanation of the diagram carefully, referring back and forth from the text to the diagram. Then study the diagram without the text and see if you can explain it to yourself. Reread the explanation until you're sure you understand it. This is hard to do. Stay at it.

SKILL:

Listening -- Auding Skill Activities

LESSON:

Learning the art of reporting (L 34).

CONTENT:

Science (Chemistry)

INSTRUCTIONAL MATERIALS:

Film on the Periodic Chart

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 1 class period
- PRACTICE: portions of three or four class periods
- HABIT ESTABLISHMENT AND MODIFICATION: 15-20 minutes

AWARENESS:

Ask students, "What are the pros and cons of taking notes during a film in class?" Have students discuss such things as (1) taking notes during the film might cause you to miss some of the visual and auditory aspects, and (2) it's difficult to take notes in the dark.

PREDISPOSITION:

Lead students to understand that good listening skills are essential when watching a film. Tell students that good listening skills can heighten the enjoyment.

DIRECT TEACHING:

1. Have students review the "Listening Skills Analysis Sheet" and determine which items pertain most to listening while watching films.

2. Have students watch a film on the periodic chart without taking any notes. Tell students that they will be asked to report on the film the following day.

3. Ask students to use the Listening Skills Analysis Sheet to rate themselves on how well they listened to the film. Discuss how this will help point up each students' strengths and weaknesses.

4. Have students on the following day fill out the attached form to recall the main points they remember from the film.

5. Ask students to share their responses with the class.

6. Have students listen to the discussion for accuracy and thoroughness. Encourage students to make any necessary additions or changes.

PRACTICE:

1. Have students follow this procedure during the next three or four films. Have students refer to the "Listening Skills Analysis Sheet" each time to see if their listening skills are improving.

2. Have students follow this procedure during the next three or four class lectures.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Have students use this procedure after watching a required television program.

2. Have students bring in notes after viewing a film in another content area to stress application of listening skills to other content areas.

LISTENING SKILLS ANALYSIS SHEET

NAME: _____ Date

1. LOOK FOR SOMETHING INTERESTING: See if you can learn one new fact.

2. JUDGE CONTENT, NOT DELIVERY: Think about what is said, not the way it is said.

3. AVOID DISTRACTIONS
   a. VOLUME: If you can't hear the speaker, make it known.

   b. FROM OTHERS: Ask others to be quiet -- let them know you are listening.

4. HOLD YOUR FIRE: Don't comment until you've heard everything the speaker has to say.

5. SEEK NEW IDEAS: Try to learn something new.

6. BE FLEXIBLE: If the speaker gets "off the subject" try to listen anyway.

7. WORK HARD AT LISTENING: Look at the speaker and sit up straight.

8. EXERCISE YOUR MIND: Listen to something even if you don't understand it -- you may learn something new.

9. KEEP AN OPEN MIND: Even if you don't agree, listen to what the speaker has to say.

10. USE THE DIFFERENCE BETWEEN SPEECH RATE AND LISTENING

RATE: Try to "think ahead" of the speaker. When the speaker isn't talking, try to guess what will be said next.

I was able to do this well all the time.

I had a hard time doing this.

I did this some of the time.

SKILL:

Memory

LESSON:

Using the pegword memory system to recall a lecture after listening to it (M 34).

CONTENT:

Science (Chemistry)

INSTRUCTIONAL MATERIALS:

Explanation of pegword system.

POSSIBLE PACING:

- AWARENESS: 8 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Give the lecture on energy. Lecture for five minutes and then stop and ask the students what they remember.

PREDISPOSITION:

Discuss the advantages of using the pegword system to help recall key words and concepts.

DIRECT TEACHING:

1. Explain the pegword system to the class.

2. Divide the lecture in two parts. After the first part, stop and apply the pegword system to the concepts you want students to remember.

3. See the attached sheet for a sample of the pegword system.

4. Continue the remainder of the lecture. As soon as the lecture is complete, have students apply the pegword system for key words and concepts on their own. Make sure the important ideas are selected.

PRACTICE:

Ask students to use pegword system to remember key words and concepts in the chapter they are assigned to read on energy. Have students practice it twice more.

HABIT ESTABLISHMENT AND MODIFICATION:

Require students to use the pegword system as a technique for remembering information throughout the year.

SAMPLE PEGWORD FOR LECTURE ON FORMS OF ENERGY

1. lump of coal - bun, a bun with a lump of coal as filling for the sandwich.
2. forest fire - shoe, an old shoe charred by a forest fire.
3. wind - tree - a willow tree bending in the wind.
4. tide - door - the tide coming in and washing against a boat-house door.
5. waves - hive, seven bee hives floating on top of waves.
6. snowstorm - sticks, a pile of sticks being covered by falling snow.

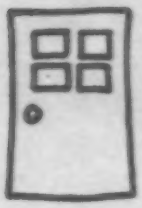
EXPLANATION OF THE PEGWORD MEMORY SYSTEM

Have students refer to the illustrated pegword clues. Tell students that each clue word rhymes with the number. Example: one - bun, two - shoe, etc. Make sure students understand that their mental image does not have to correspond with the examples shown. It is preferable if students make their own mental images. The idea behind the pegword system is to memorize the ten key words and then associate one word or idea with each peg word. Then by going through the pegword the students can get a mental image of each item he/she must remember.

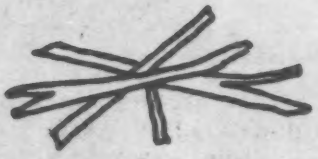
1.

2.

3.

4. 

5.

6. 

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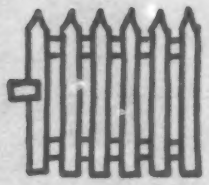
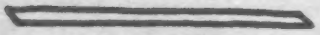
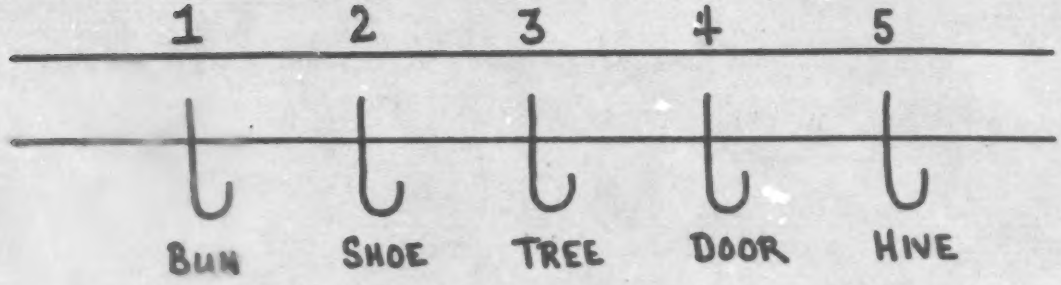
8. 

9. 

10.

MEMORY JOGGERS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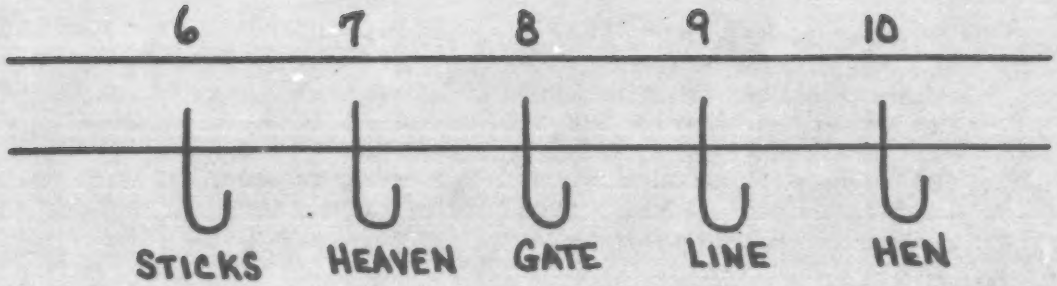
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MEMORY PEGS

SKILL:

Scheduling and Task Analysis

LESSON:

Planning a month in advance for job and school (S 25).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

"Guide to Managing Your Time," "Time Management Chart."

POSSIBLE PACING:

- AWARENESS: #1 1 week home assignment, #2 ½ class period
- PREDISPOSITION: 15 minutes
- DIRECT TEACHING: 15-25 minutes
- PRACTICE: teacher judgment
- HABIT ESTABLISHMENT AND MODIFICATION: teacher judgment

AWARENESS:

1. Have students use "Time Management Chart" for one week, to make them aware of how they presently manage their time. Stress to the students that they should be honest, and that they will not be graded on this.

2. Discuss with students, after a week of keeping a time chart, how they used their time, for example; how they balanced their time between school, job, and home and social activities.

PREDISPOSITION:

Ask students, "Do you manage your time wisely? There are guidelines you can follow to help you use your time more productively."

DIRECT TEACHING:

1. Have students read and discuss the "Guide to Managing Your Time," with emphasis on "Scheduling" section. Note to Teacher: use parts of the guide to organize your time appropriate to your class.

2. Assign students to plan a schedule for month. Students should fill out four Time Management Charts to equal a month's time.

3. Allow time at the end of each of the four weeks for students to evaluate how closely they are following their schedules. For this step refer to II Active Stage in Guide to Managing Your Time. Encourage students to adjust their schedules where necessary.

4. Have students evaluate their planning at the month's end.

PRACTICE:

Have students plan a schedule for the next month or two; discuss the success of the planning. Does planning ahead actually help the student manage his/her time better? Do the student's schedules become more realistic each successive time?

HABIT ESTABLISHMENT AND MODIFICATION:

Have students participate in a time management project, either in groups or individually. Try one of the following suggestions: Have a student or students plan a month's lessons in science; have students plan time management schedules for household chores to be used in their homes; require students to evaluate whether or not this produces more productive use of time by family members and/or have students who hold a job undertake a time management project related to their employment such as using the "plan-ahead" concept to accomplish more on the job.

Guide To Managing Your Time

I. PLANNING STAGE

TASK ANALYSIS

1. How is the assignment made? (exact wording)

2. What specific DEEDS are needed to complete the assignment?
   a. LIST THEM IN ORDER. Take careful note of key words.
   b. Does the order really matter?
   c. Are any of the subtasks restricted in time, method or sequence by the assignment? Be certain to note these well.
   d. Are any of the subtasks restricted in time, duration, sequence or method by any qualities or preferences peculiar solely to you? Note these.
   e. Draw up a final, sequenced, annotated list of all essential tasks.
   f. Proceed to scheduling.

SCHEDULING

DRAW UP A SCHEDULE FOR THE TIME PERIOD THAT COVERS YOUR ASSIGNMENTS.

1. List essentials first. All committed time must be accounted for. Be super-strict! List TIME and PLACE.

2. List other things that you usually do. TIME and PLACE.

3. List TASKS and the time you estimate will be required and adequate for completion. Be generous.

4. List times that you eat, sleep and loaf. ESPECALLY eat and sleep.

5. Build your schedule around sleep. The other things depend heavily on it.
6. Note your tasks and WHERE they are to be done.

7. Fit tasks into time slots that are most convenient for you. Be certain that the PLACES do not make efficient transitions impossible. (Travel time can/should be thinking-planning time.)

Take notice of outside limitations on possibilities - and of opportunities. Many facilities keep extensive hours, even on Sundays. "OFF" hours for resource areas could be ideal "ON" hours for you!

8. Consider your habits - and make them work FOR you: if you can only read for an hour, make certain to plan something else to break up your reading AFTER an hour's time.

9. REMEMBER: Do not schedule yourself to do something you will/can not tolerate in the dosage you select. Be demanding - but considerate - of yourself. You will appreciate it - and respond better.

10. SCHEDULE essentials. Note how much "free" time you have for your use! (If only you STAY on schedule.)
Use common sense - and arbitraty guide - lines; make your schedule fit YOU.

11. Proceed to EXECUTION

EXECUTION

1. EXAMINE, task by task your need to work - as YOU feel it. This will affect how you actually do the work you have to do - both with respect to getting it done and with respect to the quality of your work.*

*Hint: A commitment to TOTAL EFFORT minimizes the pain (and time) - and leads to eventual enjoyment. But total commitment is not absolutely essential: you will have to judge the needed amount of commitment for yourself.

2. Examine your COMMITMENT to do the work, task by task. Be realistic. If you are not moved to get something done, admit it - you've got nothing to lose!

3. GIVE yourself the needed commitment to get the work done. Plan a strategy of working and willing that will ensure the completion of the work.

4. Some things to try:

   a. Convince yourself that you want to get the work done. Try reporting it to yourself - and believing it.*
   b. Bribe yourself to get it done. What do you like? Make its getting or doing contingent getting the work done.*
   c. Plan to do first the jobs you hate if you can; the others will seem enjoyable by comparison!
   d. Count 1-2-3, then PLUNGE IN. (Don't cheat.) finishing is to start.*

*This really works. It's called "the Big Lie" - and it really works!

*Hint: if you cheat on yourself, have a trusted acquaintance "Hold the keys." (Don't ask a friend to do this - he/she will give in every time!!"

*Don't wait to "feel right" for starting.

5. Start. Do the work. Finish. (Be done with it, on time, and have a clear conscience).

EVALUATION

1. Most important step, must be used to modify all other steps, if necessary (and it almost always is!!)

2. Ask yourself:
   a. What things will happen if this system works?
   b. What things will happen if it fails at any point?
   c. How (specifically) can I tell the difference between #1 and #23?

3. List, for each task, the behavior or product that will fulfill or complete it. Ask yourself: How will I know if I have completed this task? Actually write it down.*

4. Go back and look over what you have done so far. Change it if necessary, eliminating conflicts or impossible items.

*It might just be a restatement of the task in a slightly different form. eg. Task: Write outline of pp. 117-128.
Product: Write outline of pp. 117-128.
Task: Read pp. 117-128.
Product: Completed reading of pp. 117-128.

II. ACTIVE STAGE

A. Actually execute the tasks.
Stay on schedule.
Stop & start on time.
Evaluate.

B. As you execute, you will notice that tasks may take more or less time than you anticipated. So modify your schedule accordingly.

C. This system must be self adjusting so do not be afraid to change any aspect of it.

D. You may feel that this system is too flexible. However, its flexibility is also its strength; You do not discard it when it no longer fits (You change it - make it better!)

E. You may feel that this system is too ambiguous. However, your will to succeed is what makes the system succeed. Your arbitrary decisions are what make it workable.

F. You may feel that this system is too cumbersome. However, the modifications you will make will make it most effective for your situation.

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G. You may feel that this system is too time consuming. However, after you use it once you will find:

   a. preplanning SAVES you time
   b. you automatically make it LESS time consuming.

H. You may feel that this system is not suited to you. In that case, we hope you have learned enough useful things, to have made reading this worth your time; we will be happy to help you find another way. Good Luck. Good Bye.

TIME MANAGEMENT CHART

From - To	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

SKILL:

Scheduling and Task Analysis

LESSON:

Planning, scheduling and executing a research paper (S 26).

CONTENT:

Mathematics (Also, Social Studies and Science).

INSTRUCTIONAL MATERIALS:

Guide to Managing Your Time and Time Management Chart (attached to lesson).

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 20 minutes
- DIRECT TEACHING: will vary, depending on assignment
- PRACTICE: teacher judgment
- HABIT ESTABLISHMENT AND MODIFICATION: teacher judgment

AWARENESS:

Give students the assignment to do a research paper in mathematics. Ask students how they will go about planning, scheduling, and executing this project. Make a list of the student's suggestions on the board.

PREDISPOSITION:

Tell students about the Guide to Managing Your Time. Tell students they will use this guide for their research papers in mathematics, social studies, or science and how much it will help.

DIRECT TEACHING:

1. Distribute the Guide to Managing Your Time. Discuss the guide with the class.

2. Decide, with the class, which steps would be appropriate to use in completing the assigned project.

3. Go through the steps under Task Analysis very carefully with the class. Make sure everyone understands exactly what the assignment involves.

4. Proceed to the scheduling section. Since this is individually paced, students should make definite plans using the Time Management Chart.

5. Teachers should check the student's charts before they begin the execution phase of the project.

6. Remind students at this point that one purpose for this project is to learn the technique of managing their time. Therefore it is imperative that they follow the basic format of the guide.

7. Look carefully at the evaluation stage of the project. Make sure students begin evaluating their work before completion, so changes can be made before they get too far into the project.

8. Require students to complete their projects. Have students evaluate the system they used. (Remember, many adaptations were made by students as they used the system.) Discuss good and bad points to the systems they used. Make a list of helpful suggestions for future projects.

PRACTICE:

Require students to use a time management chart for a week's work.

HABIT ESTABLISHMENT AND MODIFICATION:

Require students to use time management techniques throughout the year.

Guide To Managing Your Time

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TIME MANAGEMENT CHART

From - To	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

SKILL:

Using a Textbook

LESSON:

Reacting critically to textual content (T 28).

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

Critical Reading Passage Sheet, Social Studies Textbook.

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: 1-2 periods
- HABIT ESTABLISHMENT AND MODIFICATION: teacher judgment

AWARENESS:

Have students read a statement on the board. Example, "This room is neat." Ask if the meaning is clear. Discuss if there is one meaning or several. Have students read the statement aloud a few times using different intonations and stress each time one and discuss the possible interpretations of each reading. Ask students how they decided whether or not the statement was clear? What factors were considered?

PREDISPOSITION:

Discuss the differences between written and spoken English. For example, what makes interpreting the written word so much more difficult than the spoken work Discuss various clues that are present in speaking, e.g., facial expressions, body language, voice intonation, volume, etc. Which are not present in reading? Stress the idea that this is why careful reading is so important and that using the facts and information as evidence are essential to critical reactions to textual content. Tell students it can help in forming their opinions.

DIRECT TEACHING:

Tell students that critical reading is required specifically when the author provides facts and clues without guessing the conclusion. Discuss how a reader must add up these facts and clues himself/herself. Explain that this is the key to good critical reading skills because using the information given is the basis for critical reactions. Lead the students through several textual passages, one step at a time. See examples attached.

- Read a passage aloud and ask students to write down their critical reactions, "What did you think?" Discuss and record the reactions on the board. Have students support their reactions with specific evidence from the passage. Emphasize the point that students may have different reactions, as long as they base the "reaction" on textual information. Repeat this procedure a couple of times, until the students become familiar with the process.

- Have students read a passage silently. Perhaps from their test, and then write down their critical reactions and supporting evidence. Check individual papers and discuss as a class to make sure the students understand the process.

PRACTICE:

Have students practice reading textual passages silently and writing down their critical reaction and supporting evidence. Review the students' responses either after each passage or after students have read several passages, depending on the pace of the class. Students should practice this sequence of skills several times before moving on to a maintenance schedule or until they are comfortable with it. A good practice situation is to have students read their literature or textbook assignments and write down their critical reactions and supporting evidence. Practice of SQ3R could also be built into these activities easily. See 10th grade lesson on "Summarizing Textual Content."

HABIT ESTABLISHMENT AND MODIFICATION:

Have students practice critical reactions every week or every other week. Encourage students to be aware of applying this process in all reading including leisure and content area reading to reinforce their comprehension skills.

CRITICAL READING PASSAGES

Passage #1

Mary could barely pull herself out of bed this morning. She lay still with her eyes closed, not moving an inch as her mother called, "Mary, time for breakfast."

Question: What is Mary's situation? What are your clues?

Passage #2

The unshaven man lay in the gutter, his eyes glazed and his wrinkled hand wrapped tightly around the brown paper bag.

Question: What is this man's situation? Is the evidence conclusive?

STUDY SKILLS CALENDAR

GRADE TWELVE

SEPTEMBER

- Read twelfth grade letter to students.
- Notetaking: Fulfilling requirement of notetaking for first six weeks, then modifying procedure to meet own needs (N-42). Science or appropriate content area.
- Textbook: Using multiple tests critically (T-30). Social studies.

OCTOBER

- Listening: Learning the art of irrational persuasion and effective counter-argument (L-35). Social studies.
- Textbook: Rewriting textual content for peers and for readers at lower levels (T-29). Science

NOVEMBER

- Memory: Using the pegword, locus or individually - developed memory system to recall a semester's work (M-35). Science.
- Scheduling and Task Analysis: Planning a year's budget and making work plans (S-29). Social studies.

TEACHER INFORMATION SHEET

GRADE TWELVE

This year the emphasis in study skills will help in preparation for college or the job market. The skills include:

- improving notetaking skills;
- learning to detect propaganda techniques and effective counter argument;
- use of memory system (pegword and locus);
- planning a years budget; and
- using textbooks effectively.

REGARDING NOTETAKING:

Some Key Words:

Three-column notetaking format: Column one is for key words, column two is for running notes, column three is for summary of running notes and key words.

Running notes: Important information is written in words, phrases, abbreviations or symbols, in the middle column of a three-column format.

Key words: Important terms from a lecture or chapter are written in column one.

Summary: A condensed re-statement of noted information that include the main idea written in column three.

Some Key Ideas:

It is easier to study for a test notes are turned into possible test questions.

Knowing how to take notes efficiently will make school work easier and help one be more successful on tests.

Possible Problems:

Students may resent the idea of changing the way they take notes.

If several unfamiliar concepts are introduced in a lecture, students may have difficulty using a new note taking system. Therefore the teacher may want to use less difficult content.

REGARDING MEMORY:

Some Key Words:

Pegword memory system: A system whereby students remember information by using specific visual images.

Locus system: A system in which one takes a mental walk of a familiar setting to help remember information.

Mnemonic system: A strategy for the storage and retrieval of information from long term memory.

Some Key Ideas:

Various memory systems assist students learning large amounts of material in preparation for tests.

The use of skimming is an essential study tool.

Possible Problems:

By this time students may have their own way of studying.

REGARDING SCHEDULING AND TASK ANALYSIS:

Some Key Ideas:

Students learn the importance of planning ahead to assist in the preparation for financial independence.

REGARDING LISTENING:

Some Key Words:

Propaganda techniques: "Selling" an idea by use of faulty reasoning.

Some Key Ideas:

Knowing how to analyze a persuasive technique can help people determine whether information is accurately presented.

Possible Problems:

Some students may have problems with the perceptive approach.

REGARDING USING A TEXTBOOK:

Some Key Words:

Reading level: An estimated measurement of a student's capabilities to incorporate sound-symbol relationships with meaning.

Abstraction: Levels of concepts, assumptions made by the authors, experiential background of students.

Readability level: An estimated measurement of the reading level of a book.

Some Key Ideas:

Students will discover the many facets for consideration in selecting texts and learning how to critique them.

Possible Problems:

Rewriting materials will prove to be a challenging task. Students will find it difficult at times to maintain the concepts in easier written language.

TWELFTH GRADE LETTER TO STUDENTS

To the student:

Senior year is finally here! That means preparation for college and/or the job market. To help you in your preparation either for further study or the work world, there are several study skills we will focus on this year:

- improving notetaking skills;
- learning to detect propaganda techniques and effective counter argument;
- using memory systems (such as the pegword or locus system) to recall a large amount of material;
- planning a year's budget and work plans; and
- using textbooks effectively.

Hope your final year of high school proves a successful one.

Good Luck!

SKILL:

Notetaking

LESSON:

Fulfilling requirement of notetaking for first six weeks, then modifying procedure to meet own needs (N 42).

CONTENT:

Science (appropriate for any content area)

INSTRUCTIONAL MATERIALS:

Appropriate 12th grade science content

POSSIBLE PACING:

- AWARENESS: 5 minutes 1st day
- PREDISPOSITION: 5 minutes 1st day
- DIRECT TEACHING: 35 minutes 1st day
- PRACTICE: entire period 2nd day
- HABIT ESTABLISHMENT AND MODIFICATION: on-going

AWARENESS:

Have students explain what they think are the most effective ways to take class notes. Discuss how good class notes can benefit students, e.g., predict 80% of test questions, retain more important information, and remain more alert during class.

PREDISPOSITION:

Ask students, "What would happen if half of you took class notes today and half of you did not? What would be the result if I quizzed you on the material tomorrow? It might be interesting to find out."

DIRECT TEACHING:

1. Review three-column notetaking format. Refer to grade 10 notetaking lesson.

2. Tell students there will be two groups in this experiment: one group taking notes using three-column format and one group not taking any notes at all. Divide class into the two groups.

3. Present the lessons using appropriate 12th grade science content.

4. Allow students five minutes to review their notes on the following day. Give a brief quiz on the material covered the previous day.

5. Correct quizzes and compare the results of the two groups. Discuss the benefits of structured notetaking. Notes can serve as an "external memory bank."

PRACTICE:

1. Have students practice this method as you teach course content. Allow for individual variation.

2. Provide time at the end of class for students to extract key words and to write summaries.

3. Have students discuss their key words and summaries to ensure they are mastering notetaking skills.

4. Discuss individual variations and the benefits of these variations.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Have students use this format for six weeks. Check students notes periodically.

2. Have students evaluate this format at the end of the six week period.

SKILL:

Listening--Auding Skill Activity

LESSON:

Learning the art of irrational persuasion and effective counter-argument (L 35).

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

Handout "Report on TV Advertising Campaign"
Information on propaganda from text and propaganda passage from newspaper, magazine or text.

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 2 minutes
- DIRECT TEACHING: 2-3 class periods
- PRACTICE: 2-3 weeks - independently
- HABIT ESTABLISHMENT AND MODIFICATION: teacher judgment

AWARENESS:

Discuss with students the concept of irrational persuasion, or propaganda. Ask, "Where do you hear irrational persuasion in everyday life?" Give examples such as ads, political speeches, door-to-door or telephone salespersons, TV and radio editorials, and everyday conversation.

PREDISPOSITION:

Tell students, "There are specific tricks to the art of irrational persuasion which often are used by salespersons, politicians, and even parents. Tell students that we are going to learn techniques that will help us to detect propaganda tricks.

DIRECT TEACHING:

1. Have students research the various propaganda techniques.

2. Have students discuss propaganda techniques. Television or radio ads might be sources for their examples. (Example: Testimonial - Bruce Jenner's endorsement of Wheaties.)

3. Have groups share their examples with the rest of the class to compare ideas.

4. Read a propaganda passage aloud to the class and have students listen for propaganda tricks and emotionally loaded vocabulary.

5. Have students analyze a propaganda passage and answer these questions:

   . Who is the propagandist? (Ad copy writer, reporter, columist.)
   . Whom is he/she serving? (A company, a pressure group.)
   . What is his/her aim in writing or speaking on this subject?
   . To what human interests, desires, emotions does he/she appeal?
   . What techniques or propaganda tricks does he/she use?

6. Discuss with students some techniques of counter argument. These might include pointing out propagandist's flaws:

   . lack of evidence;
   . faulty thinking;
   . appeals to emotion instead of reason; and
   . gaps in the argument.

PRACTICE:

1. Have students choose a TV advertising campaign to practice listening for irrational persuasion and propaganda. Allow students 2-3 weeks to compile their data and write up their results. Use attached sheet as format for reports.

2. Have students report their findings to the class. Classmates should evaluate the reports for accuracy.

HABIT ESTABLISHMENT AND MODIFICATION:

Tell students to choose a creative propaganda project. For example, some students might choose to write a speech to give to the class. The speech would contain several propaganda tricks which the students would be required to identify. Students might also choose to follow a politician's campaign and report to the class on the kinds of propaganda tricks the politician is using.

REPORT ON TV ADVERTISING CAMPAIGN

1. Propagandist:

2. Whom is the propagandist serving?

3. What is the propagandist's aim in speaking on the subject?

4. To what human interests, desires, emotions does the campaign appeal?

5. What propaganda tricks does the campaign use?

6. Are any of the flaws listed below evident in the campaign?

   - lack of evidence
   - faulty thinking
   - appeals to emotion
   - gaps in the argument

PROPAGANDA TECHNIQUES

1. Bad Names
2. Glad Names
3. Transfer
4. Testimonial
5. Plain Folks
6. Band Wagon

SKILL:

Memory

LESSON:

Using the pegword, locus or individually-developed memory system to recall a semester's work (M 35).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Explanation of Pegword System, "Memory Joggers." Refer to 10th and 11th grade memory lessons.

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 2 minutes
- DIRECT TEACHING: 1-2 class periods
- PRACTICE: teacher judgment
- HABIT ESTABLISHMENT AND MODIFICATION: teacher judgment

AWARENESS:

Discuss with students how they presently go about studying a large amount of material.

PREDISPOSITION:

Explain to students that there are specific techniques that have been proven effective for studying and remembering material. Tell students that these techniques are more effective than simply passively reading and re-reading notes. Tell students that they will learn a good technique for preparing for examinations.

DIRECT TEACHING:

1. Review pegword and locus systems. Refer to memory lessons for 10th and 11th grade for explanation of these systems.

2. Explain to students that rather than plowing through pages and pages of notes, they should skim their notes with a particular purpose in mind. Suggest that purposes might include skimming for:

   - terms, names, dates, places;
   - procedures; and
   - main ideas.

3. Have students determine which of the above purposes are most appropriate to studying for a science exam.

4. Have students, in preparing for a major science test, skim through their notes for each of the different purposes mentioned above; students should make a mock test to study from as they skim through the semester's notes. Have students share their mock tests to compare their questions.

5. Have students apply the pegword or locus system to help them recall the information (for example: using the pegword system to learn 10 terms.)

PRACTICE:

Have students study this way for the next two or three major tests and have them evaluate the techniques.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Have students use the study method in one other content area and require students to hand in mock tests from another class.

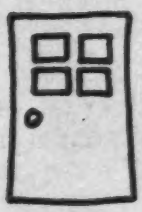
2. Have students discuss individual variations on these methods and discuss how different people learn.

PEGWORD SYSTEM

1. Have students use the illustrated pegword clues - each clue rhymes with a number, example: one = bun, two = shoe, etc.

2. Students can use the clues to form a mental image to learn several items at once; also, encourage students to form their own mental images.

3. The pegword system's purpose to help memory: the student memorizes the ten words and then visually associates one word or idea with each pegword. . .

- 1.
2.
3.
- 4. 
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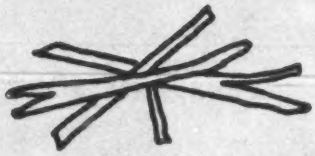
6. 
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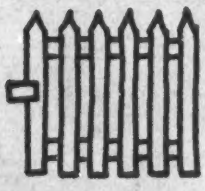
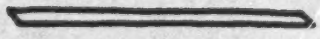
8. 
9. 
10.

MEMORY
• JOGGERS

SKILL:

Scheduling and Task Analysis

LESSON:

Planning a year's budget and making work plans (S-27).

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

Prince George's County Public Schools publication, Functional Reading Guide for specific lessons on using job-related forms, see Reading Performance, L. Cooper and I. Reiter, Cambridge Book Company, 1977, pp. 58 etc., Classified Section of Newspaper, "Budget Sheet"

POSSIBLE PACING:

- AWARENESS: 5-10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 1-2 class periods
- HABIT ESTABLISHMENT AND MODIFICATION: teacher judgment

AWARENESS:

Ask students how many hope some day to be financially independent. Ask, "If you were to begin a job tomorrow at a salary of $10,000/year, what would you do with your first paycheck? How would you know how much you could afford to spend immediately?"

PREDISPOSITION:

Develop with students the concept of a budget. Ask, "How would you anticipate what your expenses would be?" Discuss ideas, and tell students that the class is to try to come up with a system for planning a budget.

DIRECT TEACHING:

1. Tell students: "A budget is a plan of how to spend your money; but before planning the budget, you must first know what your expenses are."

2. Ask students which expenses are necessary. These would include housing, food, utilities, clothing, transportation, and savings.

3. Have students discuss what percentages of their income they would spend on fixed budget items. One set of guidelines might be:

   housing 20% - 30%;
   utilities 5% - 10%;
   food 25% - 40%;
   clothing 10% - 15%;
   transportation 5% - 10%; and
   savings 5% - 10%.

4. Ask students if there are any other items that should be included in the budget. Develop the idea that they need to provide for the unexpected such as medical expenses, home repairs and/or furnishings, insurance, and recreation.

5. Have students apply their understanding of a budget in completing the following computations:

   Mr. and Mrs. Smith's checks totaled $800 per month. They spent the following amounts. Find the percent which they spent for each item.

   a. housing $160 = _____% of $800

   b. utilities $40 = _____% of $800

   c. food $240 = _____% of $800

   d. clothing $64 = _____% of $800

   e. car payment and gas $120 = _____% of $800

   f. savings $80 = _____% of $800

6. Have students compare the percents which Mr. and Mrs. Smith spent for each item of those suggested above. Ask which item(s) are less or more than the suggested percent. How much money do Mr. and Mrs. Smith have left each month after they pay fixed expenses? etc.

PRACTICE:

1. Have students use the classified section of the newspaper to choose a hypothetical job and apartment on which to base their budget. Require students to bring their two ads to class.

2. Have students plan a budget using the Budget Sheet which follows. Allow student variation or items such as car payments, etc. -- students' choices may range from a mo-ped to a Rolls Royce!

3. Have students share and evaluate each others' budget sheets to check if their estimates are realistic.

4. Have students compute their own real-life budget. Have students keep a log for one month's expenses, to evaluate how well they budget their money, whether allowance from parents or income from employment. Then, based on one months budget, have the students plan the next month's budget. At the end of the second month the class can assess how planning ahead affected their spending habits.

HABIT ESTABLISHMENT AND MODIFICATION:

Have students choose a project on how to plan a budget. Projects students might select include:

1. Planning the family budget for one month.

2. Deciding on something to save up for and designing a budget plan for saving.

3. Conducting a study of unexpected expenses, i.e., keeping a log of what kind of expenses come up unexpectedly which would affect a family's or individual's budget.

BUDGET SHEET

Expenses	Amount Spent		Percent of Total
housing	$_____	=	_____%
utilities	$_____	=	_____%
food	$_____	=	_____%
clothing	$_____	=	_____%
car payment	$_____	=	_____%
gasoline	$_____	=	_____%
savings	$_____	=	_____%
medical expenses	$_____	=	_____%
home furnishings	$_____	=	_____%
insurance	$_____	=	_____%
extra expenses	$_____	=	_____%

SKILL:

Using a Textbook

LESSON:

Rewriting textual content for peers and for readers at lower levels (T 29).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Concepts In Physics

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 20 minutes
- DIRECT TEACHING: 1 class period
- PRACTICE: 2 class periods
- HABIT ESTABLISHMENT AND MODIFICATION: 2 class periods

AWARENESS:

1. Ask the questions, "Why do we sometimes have problems understanding what we read? How does the complexity of our civilization and the information explosion affect the demands put upon us as learners? Now that we've gone through 12 years of school, what has been the purpose of our education?"

2. Elicit responses dealing with the great need to read more technical and difficult material due to the information explosion. Also we forget much of the content we learn in school and our interests as students are better served if we learn the process of getting information.

PREDISPOSITION:

1. Analyze the differences between two passages written on the same subject. (See samples.) Ask students what readability factors are apparent that make the reading more difficult in passage A-1 than A-2.

2. Lead students to note the points of difficulty on A-1 and A-2. (See chart.) Ask why A-2 is easier to read than A-1? Discuss how we could rewrite material to make it easier for others to read.

DIRECT TEACHING:

1. Teach students some strategies for re-writing materials.

   . Begin each sentence with a subject.
   . Try not to introduce more than one new word per sentence.
   . Use picture clues whenever possible.
   . Be sure that every pronoun has an unmistakeable antecedent.
   . Avoid figurative or symbolic language.
   . Keep sentence length short.

Sentence Length (In words)	Average Grade Level
8.7	2^1
9	2^2
10	3^1
11	3^2
12	4
14.9	5

   . Use simple, monsyllabic words.
   . Use signal words.

2. Refer back to the two passages as examples of how the readability level was reduced from one selection to the other. Particularly have students note the changes in sentence length.

PRACTICE:

1. Take two short selections from the physics book and have students re-write the material at a lower readability level. Have one-half of the room re-write one passage and the other half re-write the second passage.

2. Exchange papers so that students do not have the material they re-wrote.

3. Allow students to choose either the original or re-written material for studying in preparation for taking a quiz on the subject.

4. Ask students to respond in writing concerning their choice and reaction after taking the test.

HABIT ESTABLISHMENT AND MODIFICATION:

Assign students to re-write another chapter which can be used for ESOL students or students requiring lower level materials. The re-writing task will help the students integrate and analyze the information for themselves.

A-1

Heat is a form of energy which can be taken up by a material, given off by a material, or transferred from one material to another. Heat is usually measured by the effects which it produces. For example, the amount of heat given off when a fuel burns can be calculated, in calories (cal) or British thermal units (Btu), by measuring the temperature change it produces in a given quantity of water. The temperature change, measured in degrees centigrade, Fahrenheit, or Kelvin, depends on the quantity of heat absorbed by a given mass of material and its specific heat capacity.

A-2

Heat is a form of energy. It can be taken up or given off by a material. It can even be transferred from one material to another. It is measured by the effects which it produces. Take an example where fuel is burning beneath a vessel which holds one pound of water. The burning fuel raises the temperature of the water from 45°F to 60°F. The fuel gives off heat. The water absorbs it. When you are given the quantity of water and the temperature change, the quantity of heat transferred can be calculated.

Adapted From:

*Why Can't They Read It? Irene Reiter
Polaski Company, Inc. Philadelphia, Pennsylvania

Passage A-1	Passage A-2
. Begins with technical definition	. Begins with simple definition
. Provides examples	. Adds details
. Uses appositive structure to provide another technical definition	. Provides example
. Presupposes knowledge of temperature scales	. Analyzes example without solving it
. Specific physical change in water not stated	. Last sentence states rule, expressed in conditional clause

SKILL:

Using a Textbook

LESSON:

Using multiple tests critically (T 30).

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

A variety of texts

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 20 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 1 class period
- HABIT ESTABLISHMENT AND MODIFICATION: 20 minutes

AWARENESS:

Discuss how a school system decides on the books it will use. Ask if students ever wondered how a school or teacher decides on the particular textbook which will be used in the different subject areas. Ask why this is an important question.

PREDISPOSITION:

Have copies of two different social studies texts that deal with basically the same topics. Ask students to decide on a criteria for analyzing the books for the purpose of eventually choosing one basic text. Tell students why it is important that they are sensitive to differences in books' treatments of topics. Tell students that by selecting the text that does the best job they can save themselves from spending too much time in reading and from making errors.

DIRECT TEACHING:

1. Guide students in developing a criteria for analyzing a textbook that will include all or some of the items below which have been incorporated as key words in the three-column notetaking technique.

2. Ask students to break into groups consisting of approximately 5-7 students each with a designated leader and recorder. Use the notetaking format for organizing group analysis of the two textbooks. The recorder will report the findings to the whole class. From these decisions, the class will decide on one text.

PRACTICE:

1. Provide students with the opportunity to analyze pamphlets, brochures, and texts by utilizing group dynamics for making decisions when a variety of items are available and a choice needs to be made.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Utilize the knowledge your students have gained pursuing written materials, in order to select the best books for use in a research project.

Key Words	Title _____ Subject/Topic _____		Summary:
	Book A_____	Book B_____	
general appearance			
construction			
format and organization			
graphics			
vocabulary			
sentence structure			
readability level			
level of abstraction			
topic coverage			
style			
current			

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TWENTY STUDY SKILLS QUESTIONS

1. The major areas of study skills instruction emphasized in the county curriculum are:

   a. using the index, using the card catelogue, organizing information, locating main ideas.
   b. following directions, locating information, comprehending nonfiction, improving handwriting, and testtaking.
   c. notetaking, memory, listening, auding, scheduling and task analysis, and using a textbook.
   d. skimming and scanning, separating main ideas from details, building good homework habits, and proofreading.

2. The five essential steps in a good basic study skills lesson are:

   a. awareness of habit status, predisposition, direct teaching, practice, habit establishment and modification.
   b. motivation, purpose setting, practice, discussion, and reinforcement.
   c. preparation, awareness, teaching, drill, and evaluation.
   d. assessment of need, preparation of materials, preteaching vocabulary, teaching the skill, extension through practice.

3. The four major outcomes of effective instruction in study skills are:

   a. judgment, persistence, skill, and success.
   b. academic success, improved self-image, greater self-discipline, increased confidence.
   c. improved test scores, love of scholarship, critical thinking, greater speed of learning.
   d. knowledge, attitudes, habits and skills.

4. The county study skills curriculum has been integrated into:

   a. the counseling program.
   b. English, Social Studies,, Mathematics, Science.
   c. Physical Education, Career Education, Art and Home Economics.
   d. the county's Project Basic effort.

5. It is intended that study skills be taught in:

   a. grades 10-12.
   b. grades 7-12.
   c. the grades prior to those in which the I.T.B.S. and M.F.R.T. are given.
   d. all grades, K-12.

6. How has the county provided information regarding study skills to its instructional staff?

   a. through in-service offerings at the cluster level.
   b. through written curriculum materials and in-service training courses.
   c. through in-school in-service conducted by administrative and supervisory personnel.
   d. a only.
   e. b and c.

7. What is the effect of effective study skills instruction on the curriculum?

   a. increases the rate at which students learn, thus facilitating instruction.
   b. slows the learning of the curriculum while skills are practical and acquired.
   c. replaces normal instruction where implemented, but pays off later.
   d. no effect on the curriculum.

8. What are some of the methods currently available for helping students learn how to conduct intensive study in their textbooks?

   a. skimming and scanning, surveying.
   b. outlining, reviewing, writing a mock test.
   c. SQ3R, SQ4R, PQ4R, OK4R, PQRST.
   d. Reading Dynamics.

9. Who needs to have direct involvement in the implementation of the emphasis on study skills?

   a. students and teachers.
   b. students, teachers, and reading teachers.
   c. students, teachers, reading teachers, and principals.
   d. students, teachers, parents, reading teachers, principals, and administrative and supervisory staff.

10. Which of the following is untrue?

   a. the "one-shot learning fallacy" has caused much previous work in teaching study skills to have been ineffective.
   b. students in general acquire new study skills eagerly, easily and well.
   c. many specific skills and suggested activities will only be helpful to certain students -- none fits all learners.
   d. teaching study skills nearly always requires the teacher to deal with already acquired, often laborious habit/skills.

11. Study skills curriculum guidance prepared by the Comprehensive Reading Program was developed by:

    a. classroom teachers and supervisory personnel.
    b. classroom teacher, reading teachers, content specialists, and counselors.
    c. area based reading specialists and principals.
    d. all of the above.

12. In the County Scope and Sequence, study skills appear under which heading:

    a. Readiness.
    b. Comprehension.
    c. Functional Reading.
    d. Survival Reading.

13. The ideal study skills program is characterized by:

    a. the use of many supplementary materials.
    b. continuity, consistency and structure.
    c. standardized testing at regular intervals.
    d. creative adaptation of commercial techniques.

14. The best materials available for use in teaching study skills are:

    a. available from the Reading Resource Room at Palmer Park.
    b. available from the Warehouse in Bladensburg.
    c. commercially prepared.
    d. close at hand in every school.

15. The degree to which students have successfully acquired study skills is best assessed by:

    a. the Group Diagnostic Inventory.
    b. the Gilbert Study Habits Inventory.
    c. informal assessment of work and discussion with students.
    d. success in school and improvement in the desire to learn.

16. The best preparation a teacher can make for giving study skills instruction to students is:

    a. to read the curriculum guidance material thoroughly.
    b. to preview many different pieces of commercially prepared material.
    c. to attend workshops on study skills and to become proficient in the skills before teaching them.
    d. to invite an expert to give an in class demonstration.

17. The reaction of parents to the idea of teaching study skills is, in general,

a. highly enthusiastic.
b. opposition.
c. indifferent.
d. mild interest.

18. An excellent way to learn about the whole range of study skills is to:

a. Read Walter Pauk's book, How to Study in College, Boston, Houghton-Mifflin Book Company, 1974.
b. ask students of many ages what they do when they study.
c. consult an elementary or secondary teaching methods text.
d. attend a course or workshop on study skills.

19. The acquisition of study skills

a. is easy and natural.
b. is usually complete by the end of grade eight.
c. is usually facilitated in college by a one-credit course.
d. is a lifelong task, often accompanied by feelings of frustrations.

20. The largest impediment to students' acquisition of an adequate and appropriate repertoire of study skills is:

a. their negative reaction to learning a way of working that is itself more work at first.
b. the fact that no one presently teaches that students "have to learn."
c. parent and Board of Education opposition to the schools' meddling with personal habits.
d. teachers' belief that "we already do it" leads to an un-systematic, un-coordinated instructional experience that does not receive follow up practice or reinforcement.

1. c
2. a
3. d
4. b
5. d
6. e
7. a
8. c
9. d
10. b
11. d
12. c
13. b
14. d
15. c
16. c
17. a
18. b
19. d
20. d

THE POWER OF KNOWLEDGE

Let's do something constructive about education. Let's stop concentrating on brick and mortar, skyrocketing budgets, Federal grants. The costs soar but the SAT's sag. Let's concentrate on the finished product of education--the student. Let's get back to the thirst, the hunger, the gratification, the ecstasy of learning that drove young Abe to walk miles to borrow books and devour them in the flickering light of fireside. What a great day for this country if every student in America signed this pledge (and it won't add one penny to your taxes).

I PLEDGE:

1. I now realize that the greatest power in the world is the power of knowledge.

2. I want to be smart. Dumb, misinformed people go through life missing so many rewards that could be theirs.

3. I will learn my basic skills and be a expert in them.

4. I will read books on the subjects that interest me most. But I will also read books and articles on other subjects to broaden my awareness of what is happening in the world around me.

5. I will discuss at dinner time what I have learned or questioned at school today.

6. I will study the ideas and dreams of our history to see how they can help me today.

7. I will set aside some time each day to think about my future, to discuss it with people I respect and to work on accumulating the knowledge that can guarantee that future.

8. I pledge this to those who love me and are trying to help me succeed. More important, I pledge it to myself.

Student's signature_____

Teacher (I'll help you)_____

Parent/Guardian (endorsed with great love)_____

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READING AND STUDY SKILLS LAB

UNIVERSITY OF MARYLAND

COMMON KEY-WORDS USED IN ESSAY QUESTIONS

Compare — When you are asked to compare, you should examine qualities, or characteristics, in order to discover resemblances. The term compare is usually stated as compare with, and it implies that you are to emphasize similarities, although differences may be mentioned.

Contrast — When you are instructed to contrast, you should stress dissimilarities, differences, or unlikeness of associated things, qualities, events or problems.

Criticize — In a criticism you should express your judgment with respect to the correctness or merit of the factors under consideration. You are expected to give the results of your own analysis and to discuss both limitations and good points.

Define — Definitions call for concise, clear, authoritative meanings. In such statements, details are seldom required, but boundaries or limitations of the definition should be briefly cited. You must keep in mind the class to which the item to be defined belongs, and whatever differentiates it from all other classes.

Diagram — In a question which specifies a diagram, you should present a drawing, chart, or other graphic representation in your answer. Generally the student is also expected to label the diagram and in some cases to add a brief explanation or description of it.

Discuss — The term discuss, which appears often in essay questions, directs you to examine, analyze carefully, and present considerations pro and con regarding the problems or items involved. This type of question calls for a complete and detailed answer.

Enumerate — The word enumerate specifies a list or outline form of reply. In such questions you should recount, one by one, in concise form, the points required.

Evaluate — In an evaluation question you are expected to present a careful appraisal, stressing both advantages and limitations. Evaluation implies authoritative and, to a lesser degree, personal appraisal.

Explain	In explanatory answers it is imperative that you clarify, elucidate, and interpret the material you present. In such an answer it is best to state the "how" and "why", reconcile any differences in opinion or experimental results, and where possible, state causes. The aim is to make plain the conditions which give rise to whatever you are examining.
Illustrate	A question which asks you to illustrate usually requires you to explain or clarify your answer to the problem by presenting a figure, diagram, or concrete example.
Interpret	An interpretation question is similar to one requiring explanation. You are expected to translate, exemplify, solve or comment upon the subject and usually to give your judgment or reaction to the problem.
Justify	When you are instructed to justify your answer, you must prove, or show grounds, for, decisions. In such an answer, evidence should be presented in convincing form.
List	Listing is similar to enumeration. You are expected in such questions to present an itemized series or a tabulation. Such answers should always be concise.
Outline	An outline answer is organized description. You should give main points and essential supplementary materials, omit minor details, and present the information in a systematic arrangement or classification.
Prove	A question which requires proof is one which demands confirmation or verification. In such discussions you should establish something with certainty, by evaluating and citing experimental evidence, or by logical reasoning, with sufficient example.
Relate	In a question which asks you to show the relationship or to relate your answer should emphasize connections and associations, usually in descriptive form.
Review	A review usually specifies a critical examination. You should analyze and comment briefly, in organized sequence, upon the major points of the problem. Sometimes, however, a review question simply asks for a list.
State	In questions which direct you to specify, give, state, or present, you are called upon to express the high points in brief statements.

Summarize	When you are asked to summarize or present a summary, you should give in condensed form the main points or facts. All details, illustration, and elaboration are to be omitted.
Trace	When a question asks you to trace a course of events, you are to give a description of progress, historical sequence, or development from the point of origin. Such questions may call for probing or for deductions.